

MAY, 1960

BUSINESS EDUCATION WORLD

APPLIED TYPING
NEED NOT BE "BUSY WORK"
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PAGE 18



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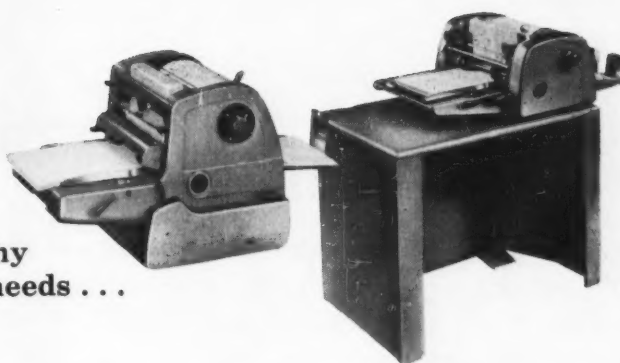
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NEXT MONTH, we'll announce in this space the winners of our current Problem Clinic contest. As we've been reminding you regularly, these are the prizes: For the best *problem* submitted by May 1, \$10, and for the second best, \$5; for the best *solution* submitted by the same date, \$25, and for the second best, \$15. In the meantime, don't let the May 1 deadline keep you from sending in contributions, because all entries received after May 1 will be carried over to next year's contest. The Clinic has been rolling along nicely for the last few months, and we'd like to keep it that way. Send your problems and/or solutions to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (and please enclose a carbon copy of any solution you may submit).

Here's a problem that poses a real challenge for you readers:

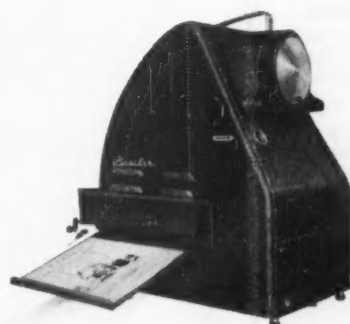
My problem has nothing to do with business subjects, or any subject in particular; instead, it has to do with human relations, and can apply to any teacher in any field. When I first began to teach, a small number of students of a minority group were in my classes. It never occurred to me to treat them any differently than I treated all my other students. The first time the real problem was brought home to me was when I corrected a girl for the third or fourth time regarding her typewriting techniques. When she began to cry, I decided to choose only her good points on which to comment until she knew me better and I knew her better. I thought at the time that she was overly-sensitive, but did not concentrate on the idea. I felt I was neglecting some of the real errors she was committing, but felt that I was choosing the lesser of two evils at the time. It was at the end of the semester when I asked for type-written ideas, suggestions, or criticisms on the class that I realized her true feelings. She wrote, "I felt at first that you picked on me because I am 'different.' I have always felt I should get the same treatment as every other student in the class." Needless to say, her note shocked me beyond belief.

The second encounter I had with a member of a minority group came when I taught an English class. Each evening the class had certain assignments which were handed in the following day. One boy in the class simply refused to do the work. He was not overbearing or obnoxious; he seemed to be, so far as I could determine, merely lazy. Being new at teaching, I felt that threatening him with a grade would produce results; I could not have been more wrong. After two six-weeks grades of F, I was called on the phone by the boy's mother. I felt that at last I had reached a solution: between mother and teacher, we could produce positive results with the boy. This situation was more than useless. Throughout the entire school year, I received personal visits, telephone calls at the school, personal calls at home, letters through the mail, plus requests for special help for a boy who was "actually very smart, but just doesn't like to do the work you assign." The boy received a final grade of F even after much pressure from parent, students, and other teachers. Even now I wonder if giving a lazy student a failing grade aptly earned was worth the extra time, effort, and emotional strain that such a situation creates.

At the present time I have a student of a minority group in my class. This student ignores the school rule that absences create a penalty, that all missed work must be made up, and that all outside work must be accomplished as assigned. This particular student could easily be an A scholar with only a little effort. However, her grades, because of tardiness in assignments and class attendance, plus careless work, have been brought down to a C level. Repeatedly she asks me to write out detailed assignments for her, many times taking several minutes of class time. Usually when I ask her politely to see me after class, the result is the slamming down of books, the jerking off of the typewriter cover, and a banging of the carriage. Repeatedly I answer questions for her which

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PROBLEM CLINIC (continued)

any basic typewriting student could answer (she is in an advanced class), yet never does a class period go by but she motions for me to come to her desk some half dozen times.

Do not misunderstand my statement of the problem. I am only too happy to answer any questions of any student and try to solve any of his problems. I only want to know how I can keep such students from feeling that they are being discriminated against. Am I only to praise a student for work well done, at the same time letting him make errors which any office supervisor could spot hurriedly? Would I not be doing the student more damage if I ignored his errors in technique, behavior, or approach just because he comes from a minority group?

I feel that any student who leaves my class should know how to type rapidly and accurately, hyphenate correctly, and proofread his work without instructions. If we do not abide by these principles, are we not turning out students of the majority race who have been well-trained, while at the same time turning out students ill-trained because they come from a minority race? Would we not be really discriminating in such a case?

Possibly I have reached the point where I can no longer assume an objective attitude toward this problem. If anyone has encountered the same problem and overcome it, I should greatly appreciate hearing the solution.

ANONYMOUS

FEBRUARY PROBLEM

My problem is similar to one I'm sure all of you must have faced many times. It concerns the slow learner in the bookkeeping class. To be more specific, slow learners—lots of them.

Ours is a small school and does not offer a great choice of subjects. A commercial program is included and there are several capable students. However, along with these are an unusually large number of those who are not.

After several years of teaching, I recognize that every class will have some students who don't grasp the subject material or don't do the work and that there are many reasons why such conditions exist. However, this is the first time I have seen so many students purposely placed in a class when the fact is recognized beforehand that they are not capable of mastering the work. Their achievement test profiles and their academic records testify to this, but still they are placed in the bookkeeping class because "there is no place else for them," according to the counselor. Furthermore, bookkeeping is considered as equivalent to a year of required math, so if a student cannot pass a basic math class, he is often programmed into bookkeeping.

So here they sit, failing every test and almost every assignment and getting more discouraged every week. In fairness to those who are grasping the subject matter, I adhere to the time schedule recommended by the textbook publishers; but with each step forward, a lot of the class falls further behind.

The \$64,000 question comes when grading time rolls around. What grade do you give the student who does not belong in the class in the first place? Should I pass students who have failed to pass every examination? Should I give a C to the pluggers who try, but only do D work? Remember, these kids did not want to take bookkeeping, and their records show that they do not have the

aptitude for the subject.

In other words, shall I "rig" my grading system to compensate for their being forced into a class that is above their capabilities?

J. A. MARTIN
Canyonadam, Calif.

Suggested Solutions

Dear Mr. Martin:

Your problem with students dumped into a bookkeeping course as a substitute for mathematics represents one of the current major crimes being perpetrated in the name of education. However, you may be comforted a bit by the fact that you do not suffer alone. The practice seems to be accepted, along with the general idea of using business-education departments as general dumping grounds.

A really bright ray of hope exists, however. Because school boards are reputedly slow to invest in new texts, many bookkeeping books now being used are either obsolete or obsolescent. This gives us the privilege of deviating a bit from the usual problem-solving procedures.

It is not only possible but it is probable that your graduates will go into accounting offices and work for months without seeing a ledger or a journal as such. The reason for all this is simple—automation.

The thing that it is imperative that your students learn is the theory of accounting. They must know the meaning of the terms. They must know the accounting equation and how it is affected by increases in income and decreases because of expenses. They must learn the application of the rule of debit and credit as it affects this basic equation in daily business happenings. They must see each transaction as something that happened, the way it happened, before they think of it as a transaction to be recorded. They must see the statements as representative of these happenings, each painting the picture of business that it represents.

(Continued on page 8)



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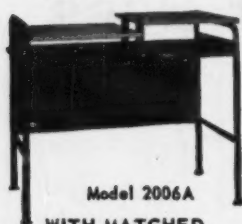
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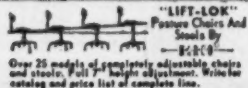


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PROBLEM CLINIC (continued)

This involves considerable presentation of discussion material before it evolves into a specific problem. Each discussion, however, is translated into a problem. The students with bookkeeping aptitudes will be much more intelligent bookkeepers, because they not only know "how" but also "why." This means that they can go into an accounting office where they may be required to perform only one or two real bookkeeping functions, but will do it much more intelligently because they understand its relation to the whole accounting system.

The testing becomes a simple matter. Use a definition-type check test often. Require illustrations. Use a discussion-type test occasionally, requiring the students to explain the way something is done and what the completed problem tells. Use the problem-type test to clinch the matter for the students with bookkeeping aptitudes. This means that any student who is not entirely hopeless will pass at least some of the tests and earn an honest grade.

By all means, avoid multiple-choice, true-false, and completion tests in a class composed of such a heterogeneous group. These tests tend to confuse and utterly destroy the progress you have made with the more inept students.

You will be surprised at the interest and enthusiasm that can grow in such a group. For many of them, it is their first contact with the realities of business. The good students can maintain the pace of problem-solving in addition to the discussion. The poorer students may not do all the problems.

The one thing this does not do is to provide a substitute for a year of mathematics; but bookkeeping is not supposed to do that anyway. You will have fulfilled the objectives of your own course.

I have just finished teaching a course following this exact procedure, and the results were very gratifying. Good luck to you!

MARGARET V. FARSTER
Linden Hall
Lititz, Pa.

Dear Mr. Martin:

Don't pass students if their grades are not passing, or in future years you will have more slow learners; and that downgrades the business education department.

In my beginning shorthand class I have a similar situation this year. There is just one shorthand class, and in this class I have students who are in sections A, B, C, and D (grouped homogeneously) in English and history. All of them work at their shorthand; they all do their homework; in fact, I think they like shorthand and enjoy the class. Yet, the D section students seldom volunteer to recite; they do not know things they should know by this time; and when I test, they fail. As it looks now, six of my 27 students will fail at the end of this year and another four or five will receive grades in the 70's, which disqualifies them for senior shorthand. I will have approximately 16 or 17 students in my shorthand class next year. Too bad? Yes.

Now, why so many failures this year? Because in previous years students came from sections A, B, C. It was my feeling that a student should not lose a full credit for shorthand if she worked hard. I felt that a student worked as hard, and in many cases harder, at shorthand as she did in other subjects; and I hated to see that student lose a credit. So the two or three students who should not have passed I passed with a 70. I knew I would not have them in the senior year because a grade of 80 in junior shorthand is a prerequisite.

Now this year I get D section people. If I pass them in shorthand, what will they think and what will they tell their friends? "Shorthand is easy; I passed it." "Anyone can take shorthand." "If you need a credit, take shorthand." So this year I am putting my foot down and grading just the way the grades average.

In your particular case where you have a heterogeneous group, you ought to follow the same practice and give for a grade exactly what the grades average. If the situation gets worse, then I think you should not be teaching bookkeeping to them; you should be teaching record keeping or a simplified course that I know some publishing companies have for such groups. For the better students you would have to have supplementary materials available.

G. MARGARETTA WILLIAMS
Greencastle-Antrim (Pa.) H.S.

Dear Mr. Martin:

When I read your problem, I was amused. I had just returned from talking to my superintendent concerning the solution of my bookkeeping problem.

Last spring, I asked that my class in bookkeeping be limited to 25. When I arrived this fall, I found 35 students of various abilities. Our entire senior class is composed of 48 members. We have no prerequisites for bookkeeping or tests for elimination, so I still have the 35. In this group, I have the ten highest students in the class and several of the lowest scholastically. None of them have had any practical mathematics since they were freshmen.

I am very fortunate in that my department is divided into two rooms by a class partition (one of my rooms is soundproof). I would bring the class together in the soundproof room for class discussions. This discussion had to be very exact (since some of them still can't read) and explained minutely step by step. I did not allow them to take their problems or projects out. I soon had to divide them into two groups. I placed those who were working ahead in one room and placed the slower ones in another. I allowed the slower ones to come in and work on their problems at any time when they were in the study hall and one of the rooms was vacant. It took a lot of extra work on the part of the student and instructor for them to keep up their work, but they have. (Of course, the quality of their work varies, but according to tests even the slow ones are accomplishing something.)

I do not allow a lot for individual differences in grading. I don't know why you should. I had to give several low

grades, but I graded as nearly as possible by exactly what they earned. The text that I follow provided tests which gave the grade range of several hundred students all over the United States who took this test, and I found that this was a "yardstick" to guide by.

Don't "rig" your grading system. Most of my students go on to work. If they are inferior or failing students, I do not think it is fair to the student, to the school, or to the employer. We have a great amount of criticism because we send out poorly prepared students in every field though we do the best we can. So, if they are inferior students and we give them inferior grades, at least we are "putting our cards on the table."

Of course, the best solution for problems like yours and mine would have been a "special education" class years ago to take care of individual differences and give each student individual help; but in small schools this is impossible from many points of view. Another step in the right direction would be a prerequisite of business arithmetic with a certain grade requirement or a special type of clerical test as an entrance requirement to determine whether or not they are capable of taking the class. In time, all of this will happen. But until that comes to pass, I think that we will have to solve our problem by teaching at different levels in the same group, requiring the slower one to spend more time, and grading them as nearly as possible by what they earn. I am working on a committee now which is recommending a certificate of attendance instead of a diploma at graduation for those who can't or won't. Maybe this will stimulate more students to do their best.

OPAL HEATHERLY
Rich Hill (Mo.) High School

MARCH PROBLEM

My problem is a simple one. I have read with considerable interest several proposals for the future concerning business education on the high school level. One of the proposals recommends that we eliminate bookkeeping entirely as a skill subject; that we offer shorthand and typewriting for the future secretaries, and the remainder of the program be a straight liberal-arts one. All other business-education subjects would be eliminated.

I wonder how the teachers in the field would handle this one if it came up in their area.

WILLIAM M. POLISHOOK
Temple University
Philadelphia, Pa.

Suggested Solutions

Dear Doctor Polishook:

I don't think I would get too alarmed or get too far from my business field, because we may be elevated to the liberal arts level in due time.

When the administrator starts scheduling everything on the liberal arts level and realizes the number of students that have to be taken care of, he may be glad to call us back to teach Sales Psychology,

Secretarial Science, Specialized Mathematics (Bookkeeping), Philosophy of Business, and maybe other business subjects, but under titles that sound like liberal arts.

So, stick by!

G. M. W.

Dear Doctor Polishook:

To answer your question concerning the future of business education subjects, may I offer the following as my thinking on the matter:

There is a danger on the part of business education teachers, as well as of other subject matter educators, to revel in pleasant speculation about the status quo, but some writings quoted below, show that the problems and concerns of guidance and personnel professionals are not to be ignored. In a monograph, *Guidance in Business Education*, the following statement is significant:

"Hundreds of studies have been made on both a national and a local basis to determine what businessmen want. Every community should make its own survey of the opportunities for business employment and the requirements of employers. . . . For example, the stenographer needs more than skill in typewriting and shorthand, and the salesperson needs to know much more than just the technique of selling. What any particular businessman wants is not necessarily the best for the student. It is seldom that any particular school can satisfy exactly the specific needs or wishes of any particular employer.

"The needs of the student are even more important. It is the responsibility of the school to do its best to satisfy employment needs. The school has, however, the further responsibility of giving the student the kind of education and training that will enable him to get his first job, to adapt himself in his vocation, to gain advancement in his vocation, and to become a competent citizen." (*Monograph*, 83, South-Western Publishing Co., pp. 3,4.)

Other studies in this publication prove the advisability of business education programs which include more than just shorthand and typewriting.

The Occupational Outlook Handbook, 1959, supports the above statements. A few moments of reading in the areas of clerical and sales work, recording work, and general work, should help to emphasize the need for business education subjects.

In summary: The needs of businesses, the needs of students, and the information gained from a yearly follow-up study of graduates offer the best basis for determining the future of business education courses.

SR. MARY STEPHEN
St. Edmond High School
Fort Dodge, Iowa

Dear Doctor Polishook:

I feel that there are four ways in which to handle this problem. 1. By comparison 2. By example 3. By authority 4. By statistics.

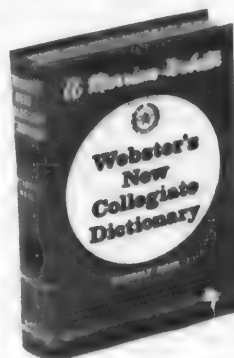
Of course, each of these must be applied to your particular area and your
(Continued on page 43)

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APPLIED TYPING Need Not Be "Busy Work"

Organization is the answer

**RUTHETTA KRAUSE
IRMA WHETSTONE**

Indiana State Teachers College, Terre Haute

A CLASS in which we learn a lot that is practical and have the satisfaction of knowing that we're doing 'real' work." That's the way our students characterize the Applied Typewriting course. The teacher is, at times, tempted to describe it in less favorable terms, for there are probably more problems connected with it than with most classes. Most of the time, though, students and teacher agree that this course offers uniquely valuable instructional opportunities and at the same time allows many people besides the students to share in the benefits of its services.

In our school, Applied Typewriting is a fourth-semester typewriting course taken on an elective basis. As the course name implies, students are applying their typing skill to a wide variety of typing jobs—that is, working from realistic job assignments, producing typewritten work that is needed by some campus organization, faculty member, townspeople, or community group.

There is nothing remarkable in the fact that the class takes on typing jobs for "outsiders." That practice is sometimes followed, at least in part, in a good many advanced typewriting classes. However, our experience with

such a course has led us to make some observations that may prove helpful to others with respect to (1) organization of the class, (2) assignment of and responsibility for jobs, (3) records and forms used for work requests, job performance, etc., and (4) evaluating and grading.

Unless such a class is handled wisely, it will degenerate into exploitation of student time to accomplish a good deal of the routine busy-work kind of typing that exists in almost any school situation, and which results in very little of true educational value or even skill development. In any case, the remuneration earned by the students is in the form of school credit—at Indiana State, 2 semester hours, with the class meeting four hours a week.

When the course was initiated, it was a selective offering open only to the better typing students, an arrangement guaranteeing a small class of well-qualified students. Under these conditions, the instructor was able to handle the work in a somewhat different way from the methods we use under our present arrangement. The class is now open to any student who has completed third-term typewriting, but the number accepted in any one class is limited to 20 (in some semesters, 25). If quality work is to be done, it is important that the size of the group be held down to reasonable

limits. Since the class session is only 50 minutes in length, a larger working force would seem to be impracticable.

There are some advantages to an arrangement whereby the class meetings are longer than 40 or 50 minutes—perhaps a double period—even though less frequent than daily. A longer session means less time lost in getting work and supplies distributed at the beginning of class and collected and accounted for at the close. Also, additional teacher time is consumed whenever materials must be made ready for work and filed or stored after work. In some school situations, however, a single-period daily basis may be the only feasible one.

Only the instructor should be allowed to accept or reject job requests. If the principal or department head takes it on himself, for example, to promise a cohort in some civic club that he will see to it that 1,000 envelopes are addressed tomorrow, he is making an unjust imposition on the class and the teacher. Such actions will certainly interfere with the smooth functioning of the class and the efficient performance of the work.

The acceptance or rejection of a given job should be based on (1) the date by which the completed work is needed, (2) the number and size of projects already on hand, and (3) the type of work requested (will such an assignment help in giving a variety of

experiences to the students or is it largely repetitive of a good many similar assignments already handled by most of the group?).

This class must perforce be conducted on a less formal basis than most: no sitting in rows reciting a lesson, no uniform assignments—even a “normal” rotation plan would not be very practical if the maximum amount of work is to be completed under the most educative conditions.

In planning for an applied typewriting course, the goal of eliminating as much waste of time and materials as possible should be kept uppermost in the minds of the instructor and the class members. Either kind of waste lends itself readily to an evaluation in dollars and cents. Occasionally, cite some specific examples of the cost involved through wasted time and/or supplies. Force the students to be honest with themselves: Can they say that they are truly assets on a production basis?

Do your utmost to create a “dissatisfied” student attitude toward work that would be less than acceptable in an actual business situation—poor erasures, poor carbon copies, dirty or crumpled sheets, faulty detail work in duplicating, and so on. All these must go! Even though your students are aware that the business world accepts (and, at times, mails) work that is unsatisfactory in terms of good academic standards, emphasize that *improvement* should be their objective—to upgrade, not simply to maintain and certainly not to lower, any present inadequate standards. Examples from newspapers, magazines, business letters, invoices, and so forth, can be used for a concrete lesson on poor proofreading, wrong form, etc. We can acknowledge that such slipshod work occasionally does get through in business, as these daily examples prove; but let us make an all-out effort to guide the student to want his *best* rather than a merely “get-by” quality of work.

In addition to the fact that there probably will not be a textbook used, nor will the students have identical assignments, a number of aspects distinguish applied typewriting from the more formal types of organized skill and production classes. Some of these are:

1. Frequently the student is entrusted with one-of-a-kind materials, such as mailing addresses, historical documents, and certain types of man-

uscripts. A sense of responsibility must be developed, for there is nowhere to turn for replacement in case of loss. Stress the loss of time, money, and effort that would be involved even in the few instances when replacement might be possible.

2. The student has an opportunity to observe and work with a project from the rough-draft form until it is packaged and mailed, rather than working primarily with some limited phase of the preparation. This complete unit-of-work concept often leads a student to feel that his contribution is really worth while, even when he may later be assigned to work that is more limited in scope.

3. Contact between the students and others within and outside the department in a simulated employer-employee relationship is invaluable. Whenever possible, let the student make the initial contact with the person requesting the work and let him return the finished job for acceptance. Also, if questions arise during the preparation of the job, let the student make the inquiries. This procedure saves the teacher's time in obtaining detailed information about the work to be done and then relaying it to the student; also, it helps the student to develop an alertness as to just what specific points need to be checked in order to be sure that he knows exactly what is to be done before proceeding with the job. If group work is involved, put one person in charge.

4. Some of the jobs will require a committee-type organization. The objective should always be to do the work as well as possible in as short a time as possible; it will often require dividing copy into sections and distributing portions of it to various class members, with one person being responsible for collecting and checking to see that the entire group has followed instructions.

5. From the very beginning, each student in the class should understand that it is *his* responsibility to proofread and to follow instructions exactly. It is admittedly a physical impossibility for any instructor to make a minute check of the amount of finished work that fifteen or twenty workers will produce in the time allotted for class. At the other extreme, however, no teacher should fail to spot-check the finished work, at least. Remember, the work that goes out of your classes represents your students, your department, your school, and *you*.

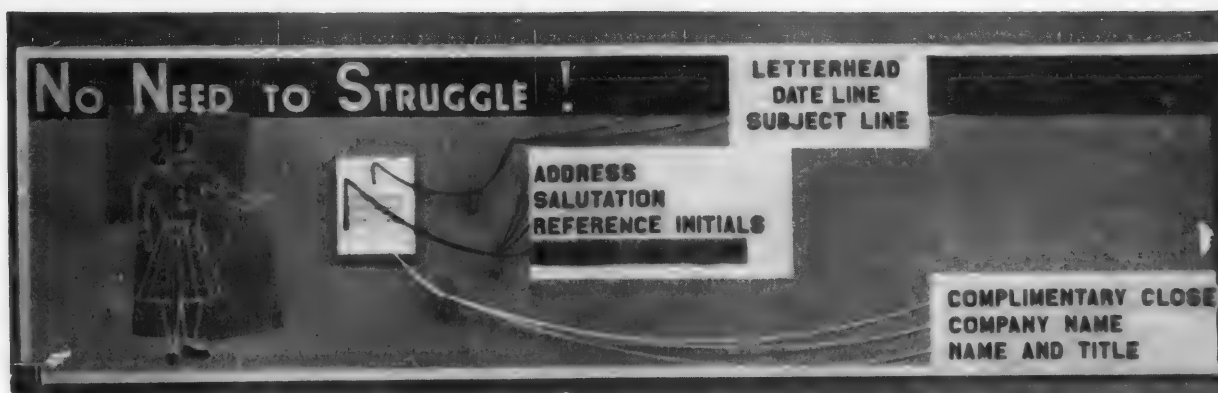
6. Unless the students have locked compartments in which they can store the work they are doing, be sure they check in at the close of the period all the materials with which they are working. We follow the policy of not allowing *any* materials to be taken from the classroom. Granted, this does require some time for collecting and reissuing; but you cannot afford to run the risk of a gap in the finished job caused by misplacement of the original material.

7. Possibly you will feel that there is a need for having some instructional periods rather than using all the time solely for production. If it is found that several of the class show a specific weakness, better do some on-the-spot teaching. If individual problems appear, try referring the students concerned to various texts, secretarial manuals, and so forth. Depending on the nature of material covered in other typewriting and/or office-practice classes and depending on the strengths or weaknesses of the students in this class, you may wish to use a typewriting practice set or a typewriting text-workbook to supplement the applied typing jobs you accept for the students to do.

8. Work that is accepted and planned should *provide a varied experience for each student* in the class. Consider the following examples:

- Copy typing with as many as four or five carbon copies on onion-skin.
- Rough draft to be changed into correct form, typed, and duplicated. (The student will see how “rough” rough draft can be!)
- Library catalog cards. (One job called for 2,500 of them!)
- Addressing of envelopes. Single requests may range from a few to hundreds.
- Spirit-process duplicating, with some projects running as long as 40 or 50 pages.
- Mimeographing. Students should realize that *all* copies must be good, clear, and neat; even though 500 or more copies are being run, each individual sheet is important.
- Government postal cards. This is an example of exacting work, a challenge from the standpoint of placement and efficient operating of the duplicating equipment. Students readily recognize the cost of waste here, since the stamp is visible on each card. But remember to tell them that

(Continued on page 35)



OBJECTIVE: To illustrate the parts of a business letter

The lines on the business letter are made by using small strips of black paper placed on white cardboard, which is mounted on a box covered with green paper. The caption "No Need to Struggle!" is done in large yellow letters placed on the black strip of paper that covers the top of the bulletin board. Black is used for the letters indicating the parts of the business letter. Since "Special

Notation" is a special part of a letter, it is mounted on orange paper to serve as an accent color. Orange is again used for accent as a background for the girl's figure, which is made of white and black yarn. White, orange, and black yarn unify the board by bringing the parts of the letter to the whole. (Constructed by Mabel Rutherford, MacArthur High School, Decatur, Ill.)

Bulletin Boards Highlight Typing Techniques

These two boards are 1959 products of the annual summer workshop on bulletin boards conducted by the Decatur (Ill.) Public Schools



OBJECTIVE: To encourage proper techniques for effective typing

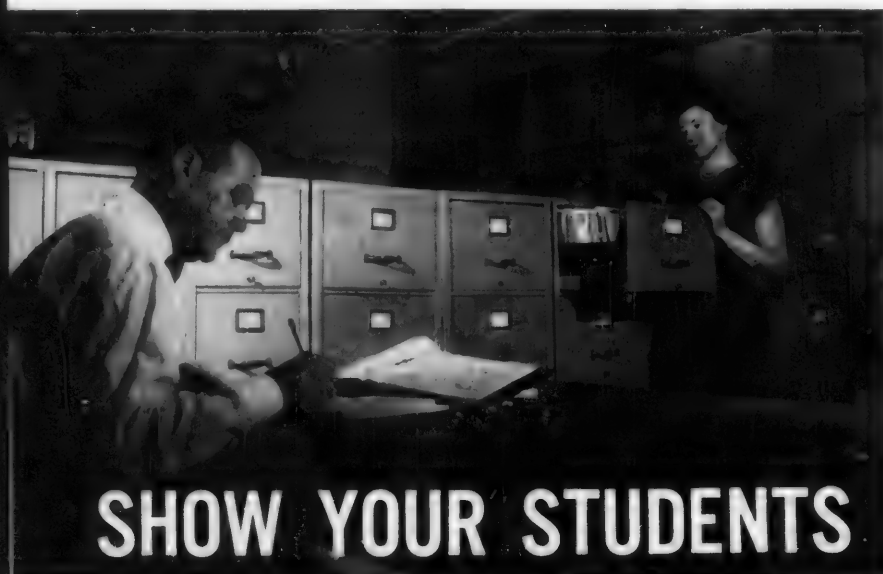
A large area of black is used for background on the left side of the bulletin board. White cardboard is folded to simulate steps, and the lettering, "Steps to Successful Typing," is done in orange. The eyes, which are bright blue with black brows and lashes, are mounted on newsprint (the copy). The newsprint is placed on a large area of orange, with a small square of black for accent. The feet have bright red toenails. Wood-grain linoleum blocks represent the floor. Black is used for background, and a

narrow strip of orange serves as contrast for the black lettering, "Feet on Floor." A pipe cleaner dressed in a lace doily makes the little figure illustrating "Good Posture"; again orange is the background color. The lightning streaks radiating from the light bulb are orange on a square of royal blue. A strip of white borders the blue on the left side. White yarn is used to give the board unity. (Constructed by Vera Fleming, MacArthur High School, Decatur, Ill.)

FRANCES ZUBRYD

Professional Office Procedures
Middle Island, N. Y.

**Filings' critical role in business
is being recognized more and more**



SHOW YOUR STUDENTS WHY FILING MATTERS

WHEN YOU THINK of files, do you think of dimly lit, crowded, musty rooms jammed with green metal cabinets stuffed with dusty folders bearing illegible labels? Do you dread the thought of "hunting" for a clipping you meant to read to your class? Do you think of filing as a means of storage rather than of active reference? Do you associate filing with tedious sorting of material?

You may not know it, but your files can talk to you. They can tell you what you want to know, help you make decisions, and actually control business operations.

In today's complex business world, with automation a growing reality, with taped dictation, and with management on its way to becoming a profession, a basic misunderstanding of filing operations and the control of records still exists in many offices—and classrooms.

Too often, a concept of the executive role in records management is nonexistent. "That's just a clerical function," a businessman will tell you. "Oh, that's the file clerk's job," a secretary will tell you. And so filing is relegated down the line to the lowest-paid, least-interested, and often least-qualified employee.

Yet, in many so-called staff assignment and work distribution problems, the real culprit turns out to be a haphazard, inadequate system of accumulating, retaining, and releasing information. With the rising cost of producing paper work, more and more companies are beginning to realize that correspondence, orders, accounting information, reports, and other written efforts are compiled and recorded not to be put in storage but to be used as a vital and dynamic part of future management decisions and actions. The importance of setting up and maintaining a simple, well-defined system of filing to obtain maximum control of information cannot be too strongly emphasized.

The critical role of filing and its direct relation to effective administration is being documented with increasing frequency in business publications. Statistical reports, graphs, and articles tell of amazing improvements brought about by better filing systems and records management.

One situation, in which I took part,

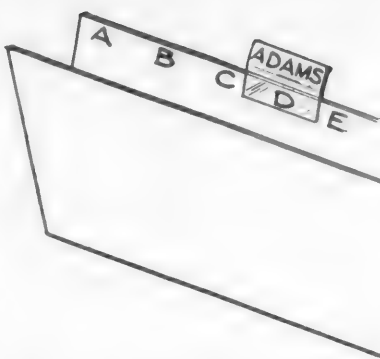
BUSINESS EDUCATION WORLD

may serve to illustrate how a number of serious problems, which had not previously been considered in any way related, were solved by a basic change of objective in the system of filing.

This was a law office. When I arrived on the scene, they had a consecutive numerical system with an alphabetic cross-reference card index of clients' names. Filing accumulated for days; cases were often mislaid; separate diaries were kept, each listing the particular kind of legal paper to be prepared. It was a small office, but it took one girl four hours every day to find the cases needed to process the morning mail. It took the same girl two hours to file them away each evening. That was her whole day. Morale was low. There was general confusion as to which attorney was responsible for a particular case or for a particular phase of its handling. There were a great many errors. Some work was actually done twice, while other matters were entirely overlooked. There were quiet days with nothing to do and days when overtime was required to meet a deadline.

To ensure that every case would come up for attention on some regular basis, I installed a simple chronological follow-up filing system. By arranging the cases alphabetically in the cabinets, and placing guides in each drawer numbered from 1 to 31 (representing the days of the month), an automatic diary was set up. The attorneys reviewed all the cases, decided and noted on the face of each folder the next follow-up date and, briefly, the work to be performed. A notation such as "2/10 s&c" simply meant a summons and complaint must be prepared on February 10. Each file was then returned to the proper alphabetic drawer, behind the guide indicating the next following date. Note that the files themselves provided the tickler system. For purposes of processing files, no duplicate set of cards was necessary, nor were individual members of the staff required to keep separate reminders.

The key to finding was the position of the celluloid name tab on the folder. A master guide, the same length as the folder to be used, was divided into 26 spaces and marked from A to Z. The letter on the guide that corresponded to the *second* letter of the surname of the client indicated the proper position for the



name tab. In this way, all names with the same second letter appeared in the same visual line in each drawer. The simple addition of a colored signal in the name tab indicated which attorney was handling the case. (The color key was posted above the cabinets and was soon remembered by all).

At all times, just by looking through the file drawers, any staff member could determine the exact number of cases to be worked on for any day of the month and who was responsible for them. When it appeared that the case load for any one day would be excessive, files could be shifted to other days (or other attorneys) in advance with an intelligent and calculated decision instead of by accident or chance. In a sense, these files had begun talking to us.

Specifically, the new system cut in half the time required to find and refile cases. It eliminated lost files. Of far greater significance, the system actually controlled the distribution of cases for handling and regulated the amount of work assigned. Last minute deadlines became rare. Written work lists, diary reminders, and reliance on individual memory were done away with. The uneasy feeling of having overlooked something important disappeared too. Every case automatically came up for review at least once a month (the usual practice in law offices).

A one-page instruction sheet served to explain the system and to ensure that it would survive the absence or illness of any member of the staff as well as eventual changes in personnel.

In a law office, where an oversight of even one day often necessitates reams of additional paper work in the form of explanatory affidavits and court orders, the savings brought about by the new system were incalculable.

The situation cited indicates how a high degree of effective control and co-ordination were made possible by an understanding of the potential value of planned filing operations and their proper application.

In billing, which is common to every enterprise regardless of the product or service offered, cycle billing has made it possible for one clerk to handle as many as 2,000 accounts each month—without peak loads or wasteful lulls, and with less supervision than previously required. Instead of monthly or semi-monthly billing, a certain number of accounts are billed every day of the month. By using visible card systems, together with colored signals, a billing clerk is able to report, in a matter of seconds, which accounts are due or overdue on any given day of the month. That clerk's files are talking to her.

Many more startling examples can be found to prove that filing systems can become an essential and even critical force in the practical and profitable organization and management of a business enterprise.

The Teacher's Role

Now, what is the significance of all this to you? What can you, as an educator, do to create a greater acceptance of and a more intelligent approach to the problems and practices of records control?

First, you can examine how important a place the basic systems of filing, their variations, and applications, occupy in your curriculum. Evaluate how much time and attention are actually given to using up-to-date equipment, materials, and methods. Too often, courses in office practice and secretarial training include only a few short lessons in filing, taught with a mental shrug and with the admonition to students that "not every duty required by your job can be interesting."

The attitude engendered in your students is, I believe, of primary importance. They will be the future administrative assistants, secretaries, office managers, stenographers, file clerks, and executives. Their interest in and understanding of the vast range of problems that can be solved through effective management of records will serve them in the business world.

A change in attitude might well be initiated by not calling the course of study "filing and indexing." There

is a kind of mental grimace at the word filing. It could be called "records control," and more accurately so. Obviously, changing just the name and not the approach and method would be semantic chicanery. But, as we discuss it here, filing may be defined as the accumulation, retention, and release of information by means of a planned system. Whatever it is called, it should never be considered a mechanical process to be executed without thought.

Taught with imagination and enthusiasm, and with the use of the proper materials, filing can become a thought-provoking and interesting subject. It would be impossible to give a methods course in filing in a single article; but perhaps a few specific points will be of some assistance in evaluating your own program.

What is your introduction to filing? Do you plunge right in, or do you take the time and trouble to develop interest? Case histories of real problems and how they were solved, together with actual photographs of changes made, can illustrate the importance of the subject. Such material can be obtained without charge from manufacturers of filing equipment. The point should be made that filing is an active process; it is not synonymous with storage.

Do you acquaint your students with the basic variations of alphabetic and numeric filing? Subject, geographic, integrated information (sometimes called combined equipment), and chronological or follow-up filing systems are all important and useful. Discussion of them is not sufficient: they should be demonstrated and practiced. Color plays an essential part in filing operations, increasing speed and efficiency and reducing errors. Color signals should be supplied to students and used by them as an aid to setting up their solutions to stated records problems.

Middle digit, terminal digit, numeric, and decimal filing are somewhat more complicated but could be introduced as part of the discussion on coding.

Do you emphasize the importance of correct and consistent indexing and coding and of selecting the best system for a given situation? This can be the most interesting phase of the subject since it requires the ability to analyze material and make decisions. It can be an excellent training ground

for the development of both capacities in the individual.

Do you impress on your students that they will have some connection with or responsibility for files and records no matter what type or level of position they will hold? There is a great need for the realization of this point. In many offices, employees holding senior positions believe they are "too important" to be bothered with files and record maintenance.

Do you discuss methods for transfer of records and the use of microfilm? This, too, is a much-neglected area in filing operations. Many students have the erroneous idea that all records should be kept forever. Many records can safely be discarded after a certain period of time. A discussion of the practical and legal requirements for retention of records should be included. Some attention can also be given to microfilm equipment as a method of transfer.

Some Major Manufacturers of Filing Equipment

Acme Visible Records, Crozet, Va.
All-Steel Equipment Inc., 100 Griffith Ave., Aurora, Ill.
Art Metal Construction Co., Jones & Gifford Aves., Jamestown, N. Y.
Art Steel Co., Inc., 170 West 233 St., New York 63, N.Y.
Cole Steel Equipment Co., Inc., 415 Madison Ave., New York 17, N.Y.
Diebold, Inc., 2011 Mulberry Road, Canton 2, Ohio
General Fireproofing Co., 413 Den- nick Ave., Youngstown 1, Ohio
Globe-Wernicke Co., 5025 Carthage Ave., Norwood, Cincinnati 12, Ohio
Guide System & Supply Co., Inc., 335 Canal St., New York 13, N.Y.
Invincible Metal Furniture Co., 842 S. 26 St., Manitowoc, Wis.
Mosler Safe Co., 320 Fifth Ave., New York 1, N.Y.
Oxford Filing Supply Co., Inc., Clin- ton Rd., Garden City, N.Y.
Pronto File Corp., 415 Madison Ave., New York 17, N.Y.
Remington Rand Division, Sperry Rand Corp., 315 Park Ave. South, New York 10, N.Y.
Shaw-Walker Co., 1950 Townsend St., Muskegon, Mich.
Steelcase, Inc., 1120 East 36 St., Grand Rapids 2, Mich.
Visirecord Inc., Copiague, L.I., N.Y.
Wassel Organization, Inc., Sylvan Ave., Westport, Conn.
Weis Manufacturing Co., Box 600, Monroe, Mich.
Yawman & Erbe Manufacturing Co., 1099 Jay St., Rochester 3, N.Y.

What kind of equipment are you using in your classroom? This is most important, for without adequate equipment the best foundation of interest and enthusiasm is useless. Mak- ers of office equipment and supplies have come forth with an amazing variety of practical and colorful ma- terials. Manufacturers or their dealers are usually most generous in supply- ing brochures and information with- out charge.

Today's filing equipment includes such items as roto files for cards and correspondence (both vertical and horizontal), vertical shelves designed to save space, visual control boards, and hundreds of supplemental aids for sorting, processing, and routing. Students should be made aware of the new materials and of the sources from which they may obtain up-to- date information.

For training purposes, suspension folders are my personal preference. They are durable and flexible. Tabs, inserts, signals, and interior folders may be rearranged in endless combi- nations. A two-drawer file on wheels is very practical since it may be trans- ported easily. A visible card unit or several book units are excellent for the practice of visible card filing. Samples of the many kinds of signals, labels, tabs, folders, dividers, and guides are extremely useful. The stu- dent should actually handle these materials and not just be a passive participant in learning about them.

Since all training must be viewed in total perspective and the amount of material to be taught grows stead- ily each year, it would not be fair or plausible to ask that the teaching of filing operations and records manage- ment usurp the time now given to other business subjects.

More realistically, I suggest that training in the management of rec- ords should be made a more definite part of *all* business education train- ing. If the student can be encour- aged to set up and keep a file for his notes, research materials, club ac- tivities, and clippings; for his record albums at home; for the names and addresses of his friends; for his scrap- books and hobbies; and for his per- sonal business affairs—then the man- agement of records and files will be- come a practical, meaningful reality to him. He will, in the course of years, learn the true value of thought- fully accumulating information, and more important, know how and where to find it.

USE EQUIPMENT TO GIVE D.E. STUDENTS A BROAD BACKGROUND

Show students what they don't normally learn on the job—
that retailing functions are closely interrelated

HENRY H. GRAM

Wayne (N.J.) Senior High School

THE OBJECTIVE of Distributive Education is to provide students with a combination of theory and practical work experience that will enable them to take their places in some area of distribution. They learn the theory and master the basic skills in the classroom, and on-the-job training is a laboratory where they can apply the theory and skills through practical experience.

Experienced co-ordinators do their best to find good training stations where their students can be supervised properly and where they are exposed to as many facets of retailing or distribution as possible. However, the ideal training station is not always available. Consequently, the student frequently becomes merely a part-time stock clerk, salesperson, delivery boy, or cashier.

There are hundreds of job classifications in the field of retailing alone. If a D.E. student does not like the particular job he is doing and has no opportunity to gain experience in other types of D.E. jobs, he may leave the field after completing his course. When this situation recurs too frequently, the D. E. program becomes nothing more than a part-time employment agency and has little to recommend it as a valuable segment of the high school curriculum.

We co-ordinators try to bring a complete picture of all the areas of distribution to our students, but it is difficult for the average adolescent mind to grasp and evaluate a great deal of oral information and theory. The more we can supplement theory with practicality in the classroom, the

better opportunity we have to give the student a true picture of distribution and, particularly, of retailing. The degree of success we can achieve in this is largely determined by how much and what type of equipment we have in the classroom and how we use that equipment.

Some Distributive Education classrooms have a wealth of equipment; others have some; still others have very little or none at all. Yet, whatever his school's equipment situation, the co-ordinator should not be deterred from doing a complete job of showing the student how all the activities of a successful store operation must be co-ordinated to achieve the end result, the net profit. It is true that window display can be taught as a unit, with students achieving some degree of development in creative and mechanical skills, if a model window, lights, display fixtures, and mannikins are available. But does the student appreciate the real value of window display in relationship to sales, to advertising, to creating a store image or personality? We can use role-playing for salesmanship, including the development of such basic skills as using the cash register and wrapping packages properly; but such efforts indicate nothing about the role of sales-supporting activities. The more equipment we have, the less artificial role-playing becomes; still, no matter how realistic we try to make the situation, it has a limited value unless the student understands the vital relationship of all store activities to each other.

Unfortunately, on-the-job training does not usually reveal this relationship any more effectively than role-playing does, because the student's experience on the job is, as a rule,

very limited. The multiplicity of activities involved in store operation and management is not apparent to the part-time employee. He does not appreciate the number of decisions that have to be made and the number of different store activities that must be co-ordinated in order to put on a sales promotion, or, for that matter, simply to merchandise goods. If he understood these elements clearly, the interesting and challenging aspects of merchandising would become apparent to him.

In Suffolk, Virginia, we did not have much money in our budget for equipment, so we had to improvise. We built a set of shelves along one wall and an island display platform. We made a model window by constructing a raised floor with two-by-fours as a framework and a valance to cover four floodlights. No glass was used to enclose the window. One merchant donated a mannikin, others donated display fixtures (from T-stands to suit forms) and enough clothing to take care of our needs. We purchased a reconditioned child mannikin and made additional display equipment from different types of boxes, using sandpaper and paint to make them presentable. In addition, we had a glass display counter and an old variety-store cash register. This enabled us to do some role-playing in selling and to practice working with display equipment and making window displays.

However, I was not satisfied. Some students showed a knack for display, others were better at selling or advertising; but none of them really understood the value of what they were doing in terms of the co-ordination necessary to all store activities. I felt

(Continued on page 38)



COUNSEL for plaintiff gives her opening address to begin mock trial.



BAILIFF (Towner County sheriff) swears in witness for plaintiff.



A WITNESS for the defense takes the oath; judge examines his notes.

A Mock Trial Promotes Research and Realism

The labor of preparing a mock trial is considerable, but so are the benefits

WILLIAM J. KARAIM

Cando (North Dakota) High School

TO PROMOTE interest in business law, create community contacts, and supplement the course in business law offered at Cando (North Dakota) High School, we evolved a plan for presenting a mock trial. We felt that an actual experience with the terminology of law and court litigation, correlated with unit studies, would improve understanding of the fundamental principles of law.

During the first week of the class, the students were informed that, at the beginning of the second six weeks' period, they would begin to glean information to present a mock trial concerning some integral aspect of our studies.

During the first eleven weeks of school, we studied contracts and related units. At the beginning of the twelfth week, the class began work on the unit, "The Law and Its Administration." The chapters in our text concerning this topic were supplemented by another text and related sources; and the students were encouraged to outline this material in their notebooks more meticulously than they had done in the case of previous topics. Running parallel to

these studies, I conducted exploratory discussions with the class to determine the extent of preparation necessary for the pending mock trial. After deliberation, we agreed on these tentative goals:

- The trial should create interest in Cando High's business-law course.
- Efforts put into the trial should provide a valuable learning experience in conjunction with unit studies; therefore, the research and preparation of documents necessary in an actual litigation process would be carried out to a reasonable degree.
- Because the trial should be of interest to the school's student body and to the public, both groups would be invited to attend. The jury would be selected from the student body, thereby creating a "live" interest. An article would be written for the local newspaper to encourage the public to attend.
- A prospectus of the project would be prepared, duplicated, and submitted to the administration for approval.
- We would promote community contacts by soliciting advice and actual participation on the part of local lawyers and law-enforcement officers.
- We would investigate the possibility of using the courtroom in the

county courthouse, in order to create an appropriate atmosphere.

We then informed the school administration of the project and were given the "green light." Now we began devoting one class period a week to the preparation of the trial. For their outside assignments, the class members were instructed to study cases in their text and other sources in the school library, with the aim of selecting a case simple enough to consume not more than two hours' time, yet complex enough to hold group interest. As a result, a number of feasible cases were listed.

Next, I visited the state's attorney's office in Cando, explained the project, and asked the participation of his office. He was highly enthusiastic about the plan and asked his young partner if he would help in the planning and preparation of the project. The young lawyer consented, and we discussed preliminary plans. I mentioned the cases selected by the class as suitable; and after thorough consideration, we decided on the type of case—one involving contracts of offer and acceptance. Before our meeting was concluded, (1) a tentative date was set for the presentation of the mock trial, (2) the state's attorney made arrangements for the



A MATERIAL FACT in plaintiff's favor is brought out by counsel.



COUNSEL for the defendant "traps" a witness for the plaintiff.



DEFENDANT and her attorneys get together to plan their strategy.



PRECEDENTS stated in trial brief appear favorable for plaintiff.



IN JURY BOX, attentive students of Cando High weigh the issues.



COUNSEL for defendant pleads for justice in her summation.

use of the county courtroom and offered to let the class use his law books for research.

A later meeting was held at the state's attorney's office to decide on the particular case of offer and acceptance. The one we selected concerned a missing ring and the reward for its recovery. When the plaintiff, who had found the ring, returned it to the defendant, she was refused the reward that had been offered. There were two major conflicting issues in this case: (1) The plaintiff did not have knowledge of the reward when she first found the ring, therefore she was not legally entitled to the reward in the state of North Dakota; (2) the defendant had not revoked the offer of the reward in the way required by law, although she had meant to do so.

Because one of our goals was to promote public relations, we asked our justice of the peace to preside as judge and the sheriff of Towner County to participate as court bailiff.

These officers were eager to cooperate and felt that the mock trial not only had the merits outlined by the class, but was also conducive to the understanding of the many duties and obligations of law-enforcement officers—and of the public. (The latter are too often taken for granted).

I delegated roles to students in a manner similar to that used in casting a play. However, rather than have the students try out for each part, I selected them on the basis of their personalities, their propensity for constructive argument, and their dependability in research. Also, I made sure that each student would play an active part in the trial. I chose two attorneys for the plaintiff and two for the defense. Their duties were divided. One would make the opening address, the other the summation, on each side; and the examination and cross-examination of witnesses would be divided as equally as possible. There were three witnesses for the plaintiff and three for the defendant,

including plaintiff and defendant as material witnesses.

With three weeks remaining before the trial, we began work on a statement of facts for the opposing parties by analyzing the conflicting issues of our case. Also, during this phase of preparation, statements for "commencement of action" were prepared. The plaintiff and her attorneys prepared a complaint, which was served on the defendant, and followed with due process (a summons) of the action against her. After due process had been served, the attorneys for the defendant responded. These documents were prepared with the help of the co-operating lawyer, who came to the school for the purpose; thus, the statements were as legally accurate as they would have been if they had been prepared for an actual case. The witnesses, plaintiff, and defendant worked with their respective counsels on these papers for the learning experience.

At this time, our intensive study

on the unit "The Law and Its Administration" was concluded by a comprehensive test. (As already mentioned, this unit was an important prerequisite for the preparation of the trial.) Because of the prodigious amount of work yet to be completed before the trial, we decided to devote the entire next week to the preparation of the trial brief.

A sample trial brief was obtained from the state's attorney's office. The class worked on the briefs (one for the defendant and one for the plaintiff) both in and out of class. These briefs included:

1. Abstract of Pleadings
2. Issues
3. Plaintiff's (or Defendant's) Case in Chief
 - a. The law is . . .
4. Anticipated Case of Defendant (or Plaintiff)
 - a. The law is . . .
5. Plaintiff's (or Defendant's) Case in Rebuttal
 - a. The law is . . .
6. Memo of Testimony in Chief for Plaintiff (or Defendant)
 - a. First witness, etc., and points of law
7. Authorities
 - a. Points of law and cases set as precedents

Although these briefs were relatively modest compared to those used in a court of law, they were painstakingly prepared, were replete with pertinent information, and gave the class a better-than-average comprehension of briefs prepared for an actual litigation process.

With the exception of the quoted points of law and the authorities, which were copied verbatim, every word in the trial briefs represented original writing by class members. Just before these briefs were completed, the class made a final visit to the state's attorney's office to study cases in his lawbooks to support their arguments. Here the class study of "court decisions," "compilations," "digests of opinions," and "treatises" helped in the understanding of citations that were essential in locating cases. At the completion of the trial briefs, work was formulated on the opening addresses and summations by drawing from information already compiled in the trial briefs by the opposing attorneys. Instructions for the judge were presented to him for study. A "jury list" was compiled, with a jury of fourteen impaneled, and these students were notified.

The first rehearsal of our mock trial was held in the high school assembly in the evening, one week before the trial. The justice of the peace presided as judge, and the co-operating attorney attended to help in supervising activities. At this rehearsal, flaws in procedure and in the trial brief were corrected under the adept guidance of the co-operating lawyer. Another rehearsal was conducted later, with the sheriff and lawyer attending. Here again, trial procedure and parts of the trial brief were polished. For assignments, the class prepared their exhibits (a ring and a handbill offering the reward) to be offered into evidence.

Papers already typed and duplicated were compiled to be distributed to the students and public attending. They consisted of:

1. Summary of the purpose and facts of the trial
2. Complaint made by the plaintiff
3. Summons served on defendant
4. Proposed answer by defendant
5. Copy of the reward notice
6. Statement of facts for the plaintiff
7. Opening address for the plaintiff
8. Trial brief for the plaintiff
9. Closing address for plaintiff
10. Statement of facts for the defendant
11. Opening address for the defendant
12. Trial brief for the defendant
13. Closing address for the defendant

The final rehearsal was held in the courtroom, on the evening preceding the trial, with the sheriff and the justice of the peace participating. At this rehearsal, the students became familiar with the traditional positions occupied by the different court officers.

On the day of the trial, the junior and senior students were dismissed from the 10:00 and 11:00 classes so that they could attend. As these students and the public entered the courtroom, two girls passed out the summary of the trial for their information. Before the trial itself began, I gave a short résumé of its purpose and preparation, along with other pertinent facts about it; then the rest of the papers already mentioned were passed out for public inspection. Only then was the jury panel brought into the courtroom and escorted to the jury box.

Our mock trial was begun with the

pomp and ceremony of the real thing. The bailiff announced the trial and ordered the court to stand as the judge approached the bench. Under the direction of the judge, the litigation began. The first procedure was the examination of the jury members by the opposing attorneys. Two of the members were disqualified for cause. (One girl was asked to step down because her boy friend was appearing as a witness for the plaintiff). Immediately following the seating of the two alternates in the jury box, the actual proceedings got under way with the opening address by the counsel for the plaintiff.

The rest of the trial went off, step by step, as we had planned. After the attorneys presented their summations, the judge gave his instructions to the jury and they were escorted to the jury chambers by the bailiff. (It should be emphasized that the jury was not composed of members of the business-law class and had no part in the preparation of the trial). The issues were left entirely to their deliberation and judgment. After deliberating for twenty-five minutes, they returned a verdict with judgment for the plaintiff. The interest and anxiety of the students taking part in the trial is indicated by the fact that, when the verdict was announced, one of the counsels for the defense inadvertently stood up in objection to it and shouted to the judge for an appeal!

After the successful completion of our mock trial, the consensus of the class was that the goals set had been achieved. Interest beyond the bounds of the business-law class was shown by the large number of students, parents, and townspeople who attended. A particular manifestation of interest was the attendance of teachers and students from nearby towns as a result of an article written by a member of the law class and published in the local paper. Typical of the variety of comments made to us were such remarks as: "Kids will have more respect for the law"; "Should have more projects like this to help students with public speaking"; "It's good to bring the school and community together."

Because of the voluminous work involved in the preparation of documents for the mock trial, the business-law class gained a wealth of knowledge of court procedure, the nature of evidence, procedures in jury impaneling, and attorneys' preparation of legal documents.

THE WORK OF THE MEETING DEPARTMENT HEAD DEPARTMENTAL PROBLEMS

ESSENTIALLY, the job of the supervisor is that of improving instruction. Let us not delude ourselves: the various mechanical aspects of the work of the department head can be turned over to a school clerk or to a capable student secretary. And if all that the supervisor is doing is clerical work, his position can be eliminated tomorrow with no loss to the teachers and a distinct gain to the school budget. Some twenty years ago Thomas Briggs wrote in his book on supervision that he considered the improvement of teaching so important and all-embracing that every other aspect of supervision was secondary to it. In fact, he gave his book the title, *Improving Instruction*.

How does the department head go about this all-important task of improving instruction? Various means are at his disposal. Obviously, no two department heads function the same way. For that matter, the same individual cannot function the same way with different teachers. Since the relationships involved are highly interpersonal, they take a long time in their development—at times requiring years to ripen fully. Department heads who are aware of this are patient and as a result enjoy the mutuality of understanding that evolves between supervisor and supervised.

Some department heads embark on undefined or unrelated courses of action and are frustrated when their efforts meet hostility or antagonism. Essentially, an over-all philosophy is called for, one from which the various supervisory and teaching practices will flow.

The philosophy cannot be a ukase laid down by the department head. It must rather be predicated on (a) an appreciation of the effectiveness of the democratic process, (b) an

5. Improving Instruction

I. DAVID SATLOW, Thomas Jefferson High School, Brooklyn, N. Y.

acceptance of the principles of guidance and mental hygiene as they apply to teacher growth.

Once a philosophy of this kind is evolved, we get agreement on ground rules and study the effectiveness of these rules for helping each staff member develop into the dynamic teacher he is worthy of becoming. In the light of this, let us consider various supervisory practices—all as means for improving instruction.

DEPARTMENTAL SYLLABI

One of the basics for a sound instructional program is a syllabus that clearly delineates the objectives and content of each grade of work. If they are handed down from above, they are merely the pious aspirations of one individual. To be of any effect, they must result from group decision growing out of group consideration and discussion. The spirit of a syllabus cannot readily be reduced to writing. This is particularly true with the experienced teacher who has worked for a number of years with an earlier syllabus. Analysis by the group will bring to light the spirit that pervades a new syllabus. Group discussion will help shape the syllabus in terms of the needs of the situation; it will also reveal to the supervisor the areas in which the staff members need to reorient their

thinking. Group decision helps crystallize realistic, workable departmental policy. By taking into account the views of individual members, the policy is realistic. By giving recognition to the views of the individuals comprising the department, the policy becomes workable.

With the content and spirit of the syllabi, resulting from the give and take that goes on in arriving at consensus, there is a favorable climate for improved teaching. To be specific, in the absence of clearly defined ranges for each semester's work, students in first-year bookkeeping with teacher A may learn the profit-and-loss statement, those in teacher B's class may not be exposed to the profit-and-loss statement. And if through the vagaries of programming, a second-year bookkeeping class has some students who had teacher A and some who had teacher B, serious instructional problems will arise. Similarly with stenography, students of teacher C may be held to a dictation standard of 40 words a minute; those of teacher D may be passed only if they attain 65 words a minute. When representatives of both groups meet in a common class the following year, the teacher is at a loss: should he dictate at 40 wpm and bore those who are capable of 65, or should he dictate at 65 wpm and discourage those who can only

write at 40? And we're not mentioning the impact on the teacher in cases of this kind.

UNIFORM PRACTICES

Another device for improving instruction within the department is agreement on uniform teaching practices. This does not mean identical procedures, common teaching devices and gimmicks, or similar lesson development in all classes of any one grade. It does mean, however, that where there is room for differences in treatment of content, the department adopt one standard treatment so as to avoid confusion among students.

Of course, if the textbook offers an acceptable treatment, the department should lean toward adopting the textbook's method since that represents material to which the student will direct his attention when there is no teacher around for guidance. And this goes for study hall and home study hours, too. If we ignore the textbook's method frequently, we can hardly condemn students for not referring to the textbook.

TEACHING SEQUENCE

Teacher initiative is stifled when we impose a strict sequence in which units or topics are to be taught. If we want creativity in a teacher's class, we should grant him full freedom to develop the continuity any way he sees fit, provided such development is in keeping with the teachings of educational psychology and

provided the work allotted to the grade is covered.

We should be mature enough to realize that not all teachers can teach the same way and that certain teaching sequences lend themselves more readily to the interest and capabilities of certain teachers than do others. We should therefore avoid regimenting teachers unduly. A sequence of topics—and of lessons—should be available, but purely as an advisory matter—surely, it should not be mandatory. In giving guidance, the department head should not consider whether or not the teacher is following an "official teaching sequence," but rather whether the sequence is best fitted to the background and personality of the teacher—and of the students. We will definitely improve the quality of instruction when we give recognition to the personality of the teachers in this fashion.

The implications for instructional materials should not be overlooked. Let us assume that skills A, B, and C are to be mastered in a given number of days. Obviously, the instructional materials would first deal with A, then with A and B, and finally with A, B, and C. Let us assume, however, that the teaching sequence is modified to A, C, and B. The earliest materials, those designed to establish proper retentive bonds for skill A, are still usable; the later materials, however, are no longer usable, since those that provide complete practice on skill C presuppose and draw upon

a knowledge of skill B, which has not yet been taught under the rearranged sequence. Similarly, the materials for skill B could not be used for effective teaching; containing no reference to skill C, they permit the unpublicized Laws of Forgetting to function. A change in teaching sequence, therefore, calls for a change in teaching materials.

LESSON PLANNING

Another effective medium for improving instruction is the assistance that the department head can render to improving lesson plans. But here certain larger objectives must be considered.

In the first place, assistance with lesson planning is more efficacious when it arises at the request of the teacher. It is then frank and is entered upon in the spirit of soul searching. Moreover, the needs of the situation as revealed by self analysis on the part of the teacher are amply motivating. On the other hand, the dogmatic requirement that lesson plans for an entire week be submitted for inspection the first period on Monday generates a fear that is hardly conducive to the liberating spirit that is so basic to the analysis of learning problems and to the discovery of one's self in relation to these problems.

This is the reason we must strive to develop an atmosphere of freedom, one that will be conducive to a teacher's coming into the department office and unburdening himself of his instructional problems. Such unburdening invariably provides opportunities for sharing of successes and failure (or shall we say temporary setbacks) in teaching. The recounting of frustrations will invariably provide the department head with what the salesman refers to as "closing signals"—points at which the sale can be consummated, or translated into teaching language, points at which the teacher is ready to discuss the plan of the lesson that didn't quite "take."

Any criticism of the plan must be geared to the teacher being helped—and to his needs of the moment. The criticism should concern itself largely with the part of the lesson with which the teacher had difficulty. That's all that the teacher is concerned with at the moment—and rightly so. From a tactical point of view, it is by far better to concentrate on what the teacher feels he needs. Once he convinces himself that we helped him



Through class visits, the department head learns of student difficulties in adjusting to new subject matter and teacher difficulties in implementing the syllabus. Without such visits, the supervisor cannot improve instruction.

solve one problem, he may turn to us with other problems.

Moreover, it is a very simple matter to wind up a brief conference with an encouraging and sincere remark such as, "I think that should help lick this problem. Now, let's briefly go over the (two) main lines of attack we've agreed on. . . . I shall be happy to look at the plan after you've revised it." Of course, the way the conference is conducted is important. The department head should be affable; the teacher should not get the feeling that he is interfering with the planned schedule of the department head. Whatever solution is arrived at should be the result of an adroit handling of the situation. Through skillful questioning, the teacher should be led to the solution. The techniques for remedial instruction are equally effective in remedial supervision.

CLASSROOM OBSERVATION

One of the earliest supervisory devices is that of classroom visits. It has been the source of much dissatisfaction on the part of teachers. Despite the fact that classroom visits have been dubbed "snooper-vision" by a number of critics, they are required in many quarters. The High School Division of the New York City Board of Education, for example, requires a set number of classroom visits by the department head, depending on the category of teacher being supervised. This ranges from one a year for a teacher on maximum salary to three a semester (or six a year) for a newly appointed teacher. And when one views the practice objectively, one is led to agree that the requirement is more than historic.

Visits to classes give the supervisor an opportunity to keep in touch with the teacher-learning situation. Such direct contact enables him to be aware of the difficulties faced by the students in adjusting to new subject matter—and no two generations of students are alike. Such contacts also enable the supervisor to become aware of the difficulties teachers have in implementing the syllabus. When the supervisor knows from first-hand observation what the quality of instruction is, he is able to set about improving it. If he is personally unaware of the instruction going on in the classroom, he cannot in all honesty attempt to improve it.

In our age of mobility, with its continuously changing student type and high teacher turnover, an awareness

of how teachers are teaching and how students are learning is more needed than in an earlier age that combined a stability of student type and low teacher turnover.

For the visits to be effective, the teacher cannot be afraid of them. And this cannot be done by edict; it is only natural for a teacher to fear anyone who is sure to find fault.

Supervisors have to learn two basic truths: First, *accentuate the positive*. There is something good in everyone. The supervisor owes it to the teacher to discover the good and to build on that. Second, *do not try to change everything overnight*. Granted the teacher has many shortcomings. It is up to the department head to appraise the situation, to determine which shortcoming needs immediate attention, which shortcoming is so basic that once it is remedied a number of other failings will clear up. This, in essence, calls for a careful diagnosis and for a treatment of the basic causes rather than the symptoms.

The supervisor's visits become purposeful when each subsequent visit is a follow-up of that which was discussed after the preceding visit. In this way, the concept of gradualism in teaching is carried over to the supervisor's relationship with his staff members.

Obviously, we cannot visit all teachers the same way. There are times when observation by pre-arrangement is more desirable; at other times a visit on invitation is better; at still other times a surprise visit is in order. (One might properly ask, "Why should a teacher be surprised at a visit from the supervisor?") The nature of the visit, its frequency, and its duration must all be carefully explored.

Not to be overlooked are the post-visit conference and the report that grows out of the observation and conference. The visit should be followed by an informal conference at which the lesson is gone over with a view toward (a) pointing out the fine practices as worthy of emulation by others (b) congratulating the teacher on overcoming weaknesses that were discussed in earlier conferences, and (c) analyzing one or two further areas in need of improvement with specific conclusions as to how such improvement can be effected. The supervisor who bears in mind the etymological meaning of the word *confer* will make the conference a shared delib-

erative affair rather than a soliloquy.

The report should be an educational document dealing with larger aspects of the instructional program and the part that the lesson observed played in it and in the evolution of the teacher. The major points that were gone into at the post-visit conference rightly belong in the report, but only the major ones; if any minute matter was inadvertently injected into the conference, it should not appear in the report. The reports should be so skillfully written that the carbon-copy file should furnish a running commentary on the teacher's growth in service.

DEPARTMENTAL AND GRADE CONFERENCES

Departmental conferences may be criticized as being nothing but talk, yet none of the critics of conferences can point to any more effective method for pooling various points of view and for welding group opinion. The department head can avail himself of the conference discussion method. To do this, he must remember that the conference is a two-way affair, or better still, a twenty-way intercommunication among the nineteen department members and himself.

Teachers should feel free to raise any professional question at the conference; all should be encouraged to present their points of view and no one permitted to monopolize the floor. In addition, teachers should be given an opportunity to share their teaching experiences, exchange their instructional materials, and pool their teaching gimmicks. Through such means, a truly professional family emerges, one that is a haven in a world of materialistic indifference, an inspiration to all its constituents, and indeed the admiration of the rest of the faculty.

RESEARCH

The alert supervisor will encourage his staff to engage in practical research. The findings of such research will help isolate learning problems and thus lay a sound foundation for the improvement of instruction. Research of any kind tends to be both fatiguing and time-consuming. If obstacles are placed in the teacher's path, very little research will be attempted—and, in the absence of research, outmoded and unjustifiable practices will be continued. It is for

(Continued on page 37)

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TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING SECOND SERIES

EVERY STUDENT in your class has been exposed to interest and discount ever since elementary school, yet you know from experience that this unit is usually very difficult to teach successfully. Why? Certainly the entries involved in recording notes receivable and payable, interest income and expense, are easy to explain in terms of the changes in the fundamental elements. Strangely enough, the students have trouble with the material they should have learned in grade school—how to calculate interest and what to do with the proceeds of a note.

Awareness of this learning problem will help the instructor plan the teaching of this unit on such an elementary level that he will reach almost every student. Interest and discount are not far-fetched, abstract, and theoretical phenomena far removed from the daily life of a student. He hears a good deal about them at home and in his community business activities. He can learn to handle them if the teacher reviews thoroughly and presents carefully all the related learning materials.

Related Review

What should a student know before the teacher presents interest and discount? A thorough review of the following points should precede the presentation of new material.

1. Notes Receivable are assets. The balance of the

4. How to Teach Interest and Bank Discount

M. HERBERT FREEMAN

Notes Receivable account is a debit. It always increases on the debit side when we receive a note. Usually, the customer's account is credited for the amount of the note. Notes Receivable is credited for the amount of the note. Cash is usually debited for the amount received. At the end of the fiscal period the balance of Notes Receivable is shown on the balance sheet as a Current Asset.

2. Notes Payable are liabilities. The balance of the Notes Payable account is a credit. It always increases on the credit side when we issue a note to a creditor. It decreases on the debit side when we pay a note. At the end of the fiscal period the balance of Notes Payable is shown on the balance sheet as a Current Liability.

3 A promissory note is a negotiable instrument containing an unconditional written promise to pay to the

order of a person a certain sum of money on a specified date. The holder may exchange it at a bank for cash.

4. The essential parts of a note are: face or principal, date, time, payee, place, interest rate, maker, due date or maturity date, proceeds.

5. Show how to determine the due date or maturity date of notes written for a specific number of days and for a certain number of months.

6. Analyze a transaction in which (a) a sale is made to a customer on n/60 dating, (b) the customer later gives us a note in settlement of his account, (c) the customer sends us a check in payment of his note.

7. Analyze a transaction in which (a) a purchase is made from a creditor on n/90 dating, (b) we give the creditor a note in settlement of his account, (c) we send a check in payment of the note.

8. Check the homework assigned in anticipation of introducing interest and discount. The problems assigned include transactions recording the sale and purchase of merchandise on credit and the issuance of non-interest bearing notes.

Presentation

1. Let us assume one homework problem dealt with a \$300 sale of merchandise on credit to customer William Jones. Record the entry on the board in T accounts.

a. Record the entry for the receipt of a 60-day non-interest-bearing note from the customer.

b. Record the entry for the receipt of a check from the customer.

c. Now repeat the first two steps but assume that we receive a 60-day, 6 per cent interest-bearing note from the customer. Point out that the first two entries remain the same.

d. Ask the class how much we would receive from customer Jones when his note is due.

e. Teach the 6 per cent, 60-day method of computing interest. Show that the interest on \$300 for 60 days at 6 per cent is found by moving the decimal point two places to the left—\$3.00. Use a long line in place of the decimal point to drive home the separation of dollars and cents.

f. Give several drill computations for 60 days at 6 per cent for \$200, \$525, \$650.

g. Teach how to compute the interest for 30 days. Give drill for \$200, \$525, \$650.

h. Teach how to compute the interest for 15 days. Give drill on same amounts.

i. Teach how to compute the interest for 45 days. Give drill.

j. Teach how to compute the interest at rates other than 6 per cent. Show that you find the interest at 6 per cent, divide by 6 for 1 per cent, and multiply by the rate desired. Give drill for 3, 4, and 7 per cent.

2. Now go back to the transaction in which we received a check for \$303 from customer Jones for his \$300 note and \$3 interest.

a. Show the effect of this transaction on the fundamental equation. Before the customer paid the note the equation showed:

$$\begin{array}{lcl} \text{A} & = & \text{P} \\ \text{Notes Receivable } \$300 & = & \text{Arthur Green, Capital } \$300 \end{array}$$

Now the equation shows that the assets have increased to

\$303 and therefore the proprietorship has increased:

$$\begin{array}{lcl} \text{A} & = & \text{P} \\ \text{Cash } \$303 & = & \text{Arthur Green, Capital } \$303 \end{array}$$

b. This increase in proprietorship can be shown as a credit to the Capital account:

Arthur Green, Capital	
	300
	3

However, since we do not want to clutter up the Capital account with temporary increases or decreases, we subdivide the Capital account and set up a new temporary Capital account called Interest Income.

Arthur Green, Capital (P) +	
	300
Interest Income (P) +	
	3

c. Point out again that Interest Income is a temporary proprietorship account used to show the increase in proprietorship as a result of receiving interest for the use of our money. Since it is a proprietorship account, it always has a credit balance. It increases on the credit side and decreases on the debit side.

Interest Income (P) +	
	3
	8
	7

d. Point out that at the end of the fiscal period the Interest Income will show a credit balance on the trial balance.

e. Show that Interest Income will be closed out by a debit to Interest Income and a credit to Profit and Loss Summary.

Interest Income	
18	3
	8
	7
Profit & Loss Summary	
	18

f. Show that Interest Income will appear on the profit and loss statement in the Other Income section.

3. Let us assume another homework problem dealt with a \$400 purchase of merchandise on credit from creditor Kennedy. Record the entry on the board in T accounts.

a. Record the entry for issuing a 60-day 6 per cent note to Mr. Kennedy.

b. Assume that the note is now due. Ask the class to determine the amount of the check to be sent in payment of the note. Review the 60-day, 6 per cent method for arriving at \$404 as the amount due.

c. Show the effect of this transaction on the fundamental equation. Before we wrote the check the equation showed:

$$\begin{array}{lcl} \text{A} & = & \text{L} + \text{P} \\ 1000 & = & 400 + 600 \end{array}$$

(Continued on next page)

INTEREST AND BANK DISCOUNT (continued)

Now the equation shows that the assets have decreased, thus decreasing the proprietorship.

A	=	P
1000		600
-404		-4
596		596

d. This decrease in proprietorship can be shown as a debit to Arthur Green, Capital, but we again subdivide the Capital account and create a new temporary proprietorship account called Interest Expense.

- Arthur Green, Capital (P) +	
	600
- Interest Expense (P)	
4	

e. Point out again the nature of the Interest Expense account. It is a temporary proprietorship account used to show the decrease in proprietorship as a result of paying for the use of borrowed money. Since it shows a decrease in proprietorship, it always has a debit balance.

f. Review that at the end of the fiscal period the Interest Expense will show a debit balance on the trial balance.

g. Point out that Interest Expense will appear on the profit and loss statement in the Other Expense section.

4. Now teach how to discount a noninterest-bearing note. Go back to the situation where we have on our books a 90-day, \$300 note receivable given us by customer Jones on March 1. On March 31 we need money, so we sell the note to our bank.

a. Point out that the bank deducts the interest for 60 days in advance (bank discount) and gives us the proceeds. Show this situation on the board graphically:

\$300, 90-day note		
March 1	March 31	May 30
(30 days elapsed)		(60 days to go)
\$300 Maturity value		
3 Bank discount—60 days at 6%		
\$297 Proceeds		

b. Show that the fundamental equation before we discounted the note was:

A	=	P
Notes Receivable 300	=	Arthur Green, Capital 300

Now the equation shows:

A	=	P
Cash 297	=	Arthur Green, Capital 297

c. Point out that the \$3 decrease in proprietorship is shown as a debit to Interest Expense:

Notes Receivable	
300	300
+ Cash (A) —	
297	
- Interest Expense (P)	
3	

5. Now teach that the Interest Expense entry would be similar if we borrowed \$300 from the bank and gave a 60-day, 6 per cent note for the loan.

a. The entry would be:

- Notes Payable (L) +	
	300
+ Cash (A)	
1000	
297	
Interest Expense	
3	

b. Call attention to the use of the Notes Payable account because we will have to pay the note when due. Show the entry when the note is paid.

- Notes Payable (L) +	
300	300
Cash	
1000	
297	

6. Now teach how to discount an interest-bearing note. Go back to the situation where we have on our books the 90-day \$300 notes receivable given us by customer Jones on March 1. This time, however, it is a 6 per cent interest-bearing note. On March 31 we need money so we discount the note at our bank at a 6 per cent discount rate.

a. Point out that the bank deducts the interest for 60 days in advance (bank discount) on the maturity value of \$304.50. Show this story on the board:

\$300, 6%, 90-day note		
March 1	March 31	May 30
(we held 30 days)		(bank holds 60 days)
\$300.00 Face		
4.50 Interest		
\$304.50 Maturity value		
- 3.05 Discount		
\$301.45 Proceeds		

b. Explain in detail how we arrive at the proceeds of \$301.45. Drill on several similar computations.

c. Show that the fundamental equation before we discounted the note was:

A	=	P
Notes Receivable 300	=	Arthur Green, Capital 300

Now the equation shows:

A	=	P
Cash 301.45	=	Arthur Green, Capital 301.45

d. Point out that the \$1.45 increase in proprietorship is shown as a credit to Interest Income.

Notes Receivable	
300	300
+ Cash (A) —	
301.45	
Interest Income (P) +	
	1.45

Explain that we received \$1.45 more than the face of the note (\$300) because we earned interest at 6 per cent for the 30 days we held the note.

(Continued at bottom of page 42)

OUR ANNUAL Summer School Directory is in two parts: (1) Course offerings (beginning below) and (2) Conferences and workshops (beginning on page 32).

All courses listed here carry graduate credit. The summaries give: (1) the name and address of each school; (2) inclusive dates of the terms (short sessions generally mean special workshops or clinics rather than complete courses); (3) the names of persons in charge of matriculation and in charge of the business education program (if only one name appears, it is the latter); and (4) letters and numbers referring to the "Key to Course Offerings" (see below).

This information is presented only as a general guide. If a particular listing interests you, please write to the school for further information.

COURSE OFFERINGS

ALABAMA

UNIVERSITY OF ALABAMA, University. Two terms: June 6-July 13; July 14-August 19. C. E. Williams; Dr. Wilson Ashby. M, 2, 4, +

ARIZONA

ARIZONA STATE COLLEGE, Flagstaff. Two terms: June 13-July 15; July 18-August 19. Dr. Rexer Berndt. 8, 9, 18, +

ARIZONA STATE UNIVERSITY, Tempe. Two terms: June 13-July 16; July 18-August 20. Dr. Roy C. Rice; Dr. Donald Tate. M, 14

UNIVERSITY OF ARIZONA, Tucson. Two terms: June 13-July 16; July 18-August 20. David Windsor; Dr. H. J. Langen. M, C, W, 1, 6, 16, +

CALIFORNIA

CHICO STATE COLLEGE, Chico. June 13-17 (presession); June 20-July 29. Dr. Albert C. Fries; Robert I. Place. M, W, 13, 16, 18, +

FRESNO STATE COLLEGE, Fresno. June 13-July 22. Dr. Edward M. Spencer; Dr. McKee Fisk. M, W, 18, +

GEORGE PEPPERDINE COLLEGE, Los Angeles. June 20-July 29. Miss Ludene Slatton; J. D. Fenn. 11, 16

SAN DIEGO STATE COLLEGE, San Diego. June 27-August 19 (four consecutive workshops). Dean M. Schropp; Maurice L. Crawford. M, W, 18

SAN FRANCISCO STATE COLLEGE, San Francisco. June 20-24 (presession); June 27-August 5; August 8-26 (post-session). Dean Raymond N. Doyle; Dr. William L. Winnett. M, W, 1, 2, 6, 7, 8, 15, 16, 17, 18, +

SAN JOSE STATE COLLEGE, San Jose. June 20-24 (presession); June 27-

August 5; August 8-September 2 (two regular sessions). Dr. Edwin A. Swanson. M, 1, 2, 12, 18, +

STANFORD UNIVERSITY, Stanford. June 22-August 1. Dr. Fred S. Cook. M, D, W, 16

UNIVERSITY OF CALIFORNIA, Los Angeles. June 20-July 29 (six weeks); June 20-August 12 (eight weeks). Dr. E. M. Keithley. 5, 6, 9, 16, 18, +

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. June 20-July 29; June 13-September 2 (third semester); August 1-26 (postsession). John K. Steinbaugh; Dr. William C. Himstreet. M, D, 1, 3, 6, 7, 11, 13, 15, 16, 18, +

COLORADO

ADAMS STATE COLLEGE, Alamosa. Two terms: June 13-July 15; July 18-August 18. Dr. K. R. McKinney; Dr. R. E. Wick. 3, 11, 16, 18, +

COLORADO STATE COLLEGE, Greeley. June 13-23 (presession); June 27-August 19. Dr. Kenneth J. Hansen.

Key to Course Offerings

M	..... Master's degree program
D	..... Doctor's degree program
C	..... Conference to be held
W	..... Workshop in Business Education
1	..... Typewriting, Methods in
2	..... Bookkeeping, Methods in
3	..... Skill Subjects, Methods in
4	..... Shorthand, Methods in
5	..... Basic (General) Business, Methods in
6	..... Office (Secretarial) Practice, Methods in
7	..... All Subjects, Methods in
8	..... Office Machines, Methods in
9	..... Distributive Education, Methods in
10	..... Consumer Education, Methods in
11	..... General Business Subjects, Methods in
12	..... Curriculum in Business Education
13	..... Administration and/or Supervision
14	..... Guidance in Business Education
15	..... Co-operative Work-Experience Course
16	..... Principles and/or Problems of Bus. Ed
17	..... Tests and Measurements
18	..... Thesis, Research, Seminar, etc.
+	..... And other graduate courses

SUMMER SCHOOL DIRECTORY

M, D, W, 1, 2, 4, 5, 6, 9, 12, 13, 15, 16, 17, 18, +

UNIVERSITY OF COLORADO, Boulder. Two terms: June 17-July 22; July 25-August 24. Dr. John Little; Helen B. Borland. M, D, C, W, 2, 3, 5, 6, 7, 8, 13, 14, 16, 18, +

UNIVERSITY OF DENVER, Denver. June 20-August 19. Arden B. Olsen; Dr. John E. Binnion. M, D, W, 1, 10, 11, 14, 15, 16, 18, +

WESTERN STATE COLLEGE OF COLORADO, Gunnison. June 6-17 (presession); June 6-July 1 (four weeks); June 6-July 29 (eight weeks); July 5-29. Dr. D. H. Cummins; Dr. H. E. Binford. M, W, 1, 5, 16, +

CONNECTICUT

UNIVERSITY OF CONNECTICUT, Storrs. July 5-August 12. Stuart A. Manning; Dr. Dean Malshary. M, D, C, 11, 16

DISTRICT OF COLUMBIA

THE CATHOLIC UNIVERSITY OF AMERICA, June 27-August 5. Sister M. Alexius, o.p. M, W, 6, 12, 13, 16, 17, 18 +

FLORIDA

UNIVERSITY OF FLORIDA, Gainesville. June 21-August 13. R. S. Johnson; Dr. John H. Moorman. M, D, W, 2, 3, 5, 8, 11, 13 +

FLORIDA STATE UNIVERSITY, Tallahassee. June 1-August 6. Dr. Jack W. Rolow; Dr. J. Frank Dame. M, W, 13, 18, +

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 13-July 21; July 25-August 19. Dr. T. E. Smith; Dr. Donald Fuller. M, 3

ILLINOIS

EASTERN ILLINOIS UNIVERSITY, Charleston. June 13-August 5 (eight weeks); June 13-August 26 (twelve weeks). Dr. Maurice W. Manbeck; Dr. James F. Giffin. M, 1, 2, 5, 6, 16, 18, +

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ILLINOIS STATE NORMAL UNIVERSITY, Normal. Dr. Lewis R. Toll. M, 10, +

NORTHERN ILLINOIS UNIVERSITY, DeKalb. June 20-August 12. Mrs. Eugenia Walker; Dr. Lyle Maxwell. M, C, W, 1, 5, 8, 13, 16, 18, +

NORTHWESTERN UNIVERSITY, Evanston. June 21-July 29; August 1-19 (post-session). Dean William Bradford; Dr. Russell N. Cansler. M, D, C, W, 2, 3, 6, 8, 13, 16

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. June 20-August 12. Dean Raymond H. Dey; Dr. Harves Rahe. M, W, 2, 3, 17, 18, +

UNIVERSITY OF ILLINOIS, Urbana. June 20-July 13. Dr. Arnold Condon. M, D, C, W, 1, 4, 11, 12, 15

WESTERN ILLINOIS UNIVERSITY, Macomb. June 6-July 15 (presession); July 15-August 19. Dr. Robert L. Ferguson. M, 14, 16, 17, +

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 13-July 15; July 18-August 19. Dr. Robert H. Koenker; Dr. Robert P. Bell. M, 2, 3, 6, 7, 8, 11, 16, 17, +

INDIANA STATE TEACHERS COLLEGE, Terre Haute. James H. Ringer; Dr. Paul F. Muse. M, C, W, 2, 4, 6, 12, 14, 15, 18, +

INDIANA UNIVERSITY, Bloomington. June 1-15 (presession); June 15-August 12; August 12-27 (postsession). Dr. Elvin S. Eyster. M, D, C, 1, 3, 11, 16, 18, +

IOWA

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 13-August 5; August 8-19 (postsession). Dr. Marshall R. Beard; Dr. Lloyd V. Douglas. M, W, 1, 7, 9, 13, 16, 18, +

STATE UNIVERSITY OF IOWA, Iowa City. June 15-August 10. Dean E. T. Peterson; Dr. William J. Masson. M, D, 1, 11, 13, 18, +

KANSAS

KANSAS STATE COLLEGE OF PITTSBURG. June 8-August 9. Dr. C. R. Baird; Dr. Ralf J. Thomas. M, W, 7, 16, 18, +

KENTUCKY

EASTERN KENTUCKY STATE COLLEGE, Richmond. June 13-August 5. Dean W. J. Moore. M, +

UNIVERSITY OF KENTUCKY, Lexington. June 13-August 5. Dean Charles Elton; Dr. Vernon A. Musselman. M, D, C, 2, 3, 6, 8, 16, 18

MAINE

UNIVERSITY OF MAINE, Orono. July 11-August 19. James A. Harmon; Frank W. Myers. M, 3, 11, 18

MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 27-August 5. Dr. Arthur S. Patrick. M, D, W, 3, 12

MICHIGAN

MICHIGAN STATE UNIVERSITY, East Lansing. Two terms: June 23-July 28, August 1-12. Dr. Peter G. Haines. M, D, W, 1, 4, 6, 16, +

UNIVERSITY OF DETROIT, Detroit. June 27-August 5. Dr. George E. Martin. M, 6, 8, 11, 12, 17

UNIVERSITY OF MICHIGAN, Ann Arbor. Four two-week terms, June 20-August 12. Dr. Frank W. Lanham. M, W, C, 5, 6, 12, 15, +

WESTERN MICHIGAN UNIVERSITY, Kalamazoo. June 20-July 29. George Cooper. 2, 5, 6

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MINNESOTA

ST. CLOUD STATE COLLEGE, St. Cloud. Two terms: June 13-July 22; July 25-August 26. Dr. Clair E. Daggett. M, 16, +

MANKATO STATE COLLEGE, Mankato. Two terms: June 8-July 15; July 18-August 23. Dr. M. J. Hassel; Dr. Duane McCracken. M, W, 7, 9, 12, 18, +

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 13-July 16; July 18-August 20. Dr. Ray G. Price. M, D, 9, 10, 12, 13, 15, 16, +

MISSISSIPPI

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 9-July 15; July 18-August 21. Dr. A. J. Lawrence. M, D, W, 1, 2, 4, 8, 12, 17, 18, +

MISSOURI

CENTRAL MISSOURI STATE COLLEGE, Warrensburg. Dr. Lucas Sterne. M, 11, 16, 18, +

NORTHWEST MISSOURI STATE COLLEGE, Maryville. June 6-August 4. Dean Robert P. Foster; Dr. S. Surrey. M, +

UNIVERSITY OF MISSOURI, Columbia. June 13-August 5. Dean L. G. Townsend; Miss Merea Williams. M, D, 12, 14, 16, +

MONTANA

MONTANA STATE UNIVERSITY, Missoula. Two terms: June 14-July 15; July 18-August 19. Dean E. A. Atkinson; Mrs. Brenda F. Wilson. W, 4, 8, +

NEBRASKA

UNIVERSITY OF NEBRASKA, Lincoln. June 6-July 29. Dr. F. W. House. M, D, C, 16, 18, +

Key to Course Offerings

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D Doctor's degree program
C Conference to be held
W Workshop in Business Education
1 Typewriting, Methods in
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3 Skill Subjects, Methods in
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8 Office Machines, Methods in
9 Distributive Education, Methods in
10 Consumer Education, Methods in
11 General Business Subjects, Methods in
12 Curriculum in Business Education
13 Administration and/or Supervision
14 Guidance in Business Education
15 Co-operative Work-Experience Course
16 Principles and/or Problems of Bus. Ed.
17 Tests and Measurements
18 Thesis, Research, Seminar, etc.
+ And other graduate courses

NEVADA

UNIVERSITY OF NEVADA, Reno. June 13-24 (presession); June 27-August 5; August 8-19 (postsession). Dean Garold Holstine; Dr. Edward M. Vietti. M, +

NEW JERSEY

MONTCLAIR STATE COLLEGE, Upper Montclair. June 27-August 5. Prof. Horace J. Sheppard; Dr. M. Herbert Freeman. M, 12, +

RIDER COLLEGE, Trenton. June 20-August 19. Roy K. Ericson; Dr. Carl B. Zoerner. M, 2, 3, 16, 18

NEW MEXICO

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 13-July 15; July 18-August 19. James Elliott; Miss Lillian Rogers. M, 1, 14, 17, +

NEW MEXICO WESTERN COLLEGE, Silver City. June 6-July 29. Dr. Donald Overturf; W. J. Lincoln. M, +

NEW YORK

THE COLLEGE OF SAINT ROSE, Albany. June 27-August 6. Sister Benita; Sister Genevieve Louise. M, 10, 11, 16, 18, +

HUNTER COLLEGE, New York. July 1-August 12. Dr. James R. Meehan. M, 11

NEW YORK UNIVERSITY, New York. June 7-July 1 (presession); July 6-August 12. Dr. Peter L. Agnew. M, D, W, 2, 5, 9, 16, 17, 18, +

STATE UNIVERSITY OF NEW YORK, Albany. July 5-August 11. Dr. Clifton Thorne; Dr. Milton C. Olson. M, W, 7, 9, 13, 15, 16, 17, 18

SYRACUSE UNIVERSITY, Syracuse. July 5-August 12. Dr. C. A. Nolan. M, D, W, 16, 18

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York. July 5-August 12; August 15-19 (postsession). Miss Hattie Jarman; Dr. Mary Ellen Oliverio. M, D, W, 1, 2, 3, 6, 7, 18 +

NORTH CAROLINA

EAST CAROLINA COLLEGE, Greenville. Two terms: June 6-July 12; July 13-August 18. Dr. Robert L. Holt; Dr. E. R. Browning. M, W, 1, 2, 3, 5, 16, +

WOMAN'S COLLEGE, Greensboro. June 6-July 15. Dr. Kenneth E. Howe; Dr. Vance T. Littlejohn. M, W, 4, 10, 15, 16, +

NORTH DAKOTA

UNIVERSITY OF NORTH DAKOTA, Grand Forks. June 13-August 6. Dr. John L. Rowe. M, D, 1, 2, 3, 6, 7, 11, 13, 17, 18

OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. Two terms: June 13-July 15; July 18-August 19. Glenn Van Wormer; Dr. Mearl R. Guthrie. M, 7, 10, +

OHIO STATE UNIVERSITY, Columbus. Two terms: June 20-July 22; July 25-August 26. Dr. J. Marshall Hanna. M, D, C, 2, 3, 11, 16, 18, +

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 17-July 22; July 23-August 26. Dean Spencer Shank; Dr. Harold Leith. M, D, 16, +

WESTERN RESERVE UNIVERSITY, Cleveland. Two terms: June 20-July 30; August 1-September 3. Miss Hester G. Nixon. W, 7

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. June 6-July 29. Dr. Truman Wester; Dr. Milton Bast. M, 2, 18, +

OKLAHOMA STATE UNIVERSITY, Stillwater. June 6-August 5. Dr. Robert A. Lowry. M, D, C, W, 1, 2, 3, 9, 12, 16, 18, +

UNIVERSITY OF OKLAHOMA, Norman. June 2-August 7. Dr. Pete Kyle McCarter; Dr. Gerald A. Porter. M, D, W, 3, 7, 11, 12, 16, 18, +

OREGON

OREGON STATE COLLEGE, Corvallis. June 20-August 12. Dr. Franklin Zeran; Dr. Ted Yerian. M, D, W, 6, 13, 15, 17, 18, +

UNIVERSITY OF OREGON, Eugene. June 20-July 29. Dean P. B. Jacobson; Miss Catherine M. Jones. M, W

PENNSYLVANIA

PENNSYLVANIA STATE UNIVERSITY, University Park. June 13-July 1 (presession); July 5-August 12; August 15-September 2 (postsession). Dean P. C. Weaver; Dr. James Gemmell. M, D, C, W, 3, 11, 13, 18

UNIVERSITY OF PITTSBURGH, Pittsburgh. June 13-24 (presession); June 27-August 5. Dr. Theodore Polk; Dr. George W. Anderson. M, D, C, W, 3, 11, 12, 14, 18, +

SOUTH DAKOTA

STATE UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 13-August 5. Dean

Mark W. Delzell; Mrs. Hulda Vaaler Barton. M, W, 7, 13, +

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. June 13-August 19. Dr. W. C. Jones; Dr. Theodore Woodward. M, C, 1, 2, 4, 5, 14, 16, 17, 18, +

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 13-July 15; July 18-August 19. Dr. Dale Wantling; Dr. G. Wagoner. M, D, W, 1, 2, 3, 14, +

TEXAS

EAST TEXAS STATE COLLEGE, Commerce. Two terms: June 6-July 15; July 18-August 26. John J. Windell; Dr. Elton D. Johnson. M, +

NORTH TEXAS STATE COLLEGE, Denton. Two terms: June 4-July 14; July 15-August 23. Dr. Alex Dickie; Dr. Vernon Payne. M, D, W, 1, 3, 13, 18

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 6-July 15; July 18-August 26. Dr. Jean D. Neal; Dr. Loyce Adams. M, 16, +

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 2-July 12; July 14-August 18. Dr. William R. Pasewark. M, W, 14

UNIVERSITY OF HOUSTON, Houston. Two terms: June 2-July 14; July 15-August 24. Dr. Carlos K. Hayden. M, D, C, 4, 12, 16, 18

UNIVERSITY OF TEXAS, Austin. June 13-August 16. Dr. Faborn Etier. M, D, C, 13, 16, 18

WEST TEXAS STATE COLLEGE, Canyon. Two terms: May 31-July 8; July 12-August 19. Frank Morgan; Dr. C. C. Callarman. M, 4, 14, 16, 17, 18, +

Key to Course Offerings

- M Master's degree program
- D Doctor's degree program
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- 1 Typewriting, Methods in
- 2 Bookkeeping, Methods in
- 3 Skill Subjects, Methods in
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- 7 All Subjects, Methods in
- 8 Office Machines, Methods in
- 9 Distributive Education, Methods in
- 10 Consumer Education, Methods in
- 11 General Business Subjects, Methods in
- 12 Curriculum in Business Education
- 13 Administration and/or Supervision
- 14 Guidance in Business Education
- 15 Co-operative Work-Experience Course
- 16 Principles and/or Problems of Bus. Ed.
- 17 Tests and Measurements
- 18 Thesis, Research, Seminar, etc.
- + And other graduate courses

UTAH

UTAH STATE UNIVERSITY, Logan. Two terms: June 13-July 15; July 17-August 19. Dr. E. C. McGill. M, W, 2, 6, 7, 12, 16, +

VIRGINIA

RICHMOND PROFESSIONAL INSTITUTE, Richmond. June 13-July 22; July 25-August 12 (postsession). Dr. Kenneth Zimmer. M, W, 3, 15, 18, +

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. June 16-July 23; July 27-August 31 (postsession). Dr. Harry Huffman. M, C, W, 2, 6, 12, +

WEST VIRGINIA

MARSHALL COLLEGE, Huntington. Two terms: June 8-July 19; July 21-August 24. Luther E. Bledsoe; Dr. D. Banks Wilburn. M, 2, 5, 7

WISCONSIN

UNIVERSITY OF WISCONSIN, Madison. June 20-August 12. Dean L. H. Adolfsen; Dr. Russell J. Hosler. M, D, C, W, 3, 6, 16, 18

WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 13-July 15; July 18-August 19. Elliot H. Thoreson. M, W, 7, 12, 16, +

WASHINGTON

EASTERN WASHINGTON COLLEGE OF EDUCATION, Cheney. Two terms: June 20-August 5; August 8-19. Dr. Robert F. Bender. W, 2, 5, +

WESTERN WASHINGTON COLLEGE OF EDUCATION, Bellingham. Two terms: June 20-July 29; June 20-August 19. Harold O. Palmer. W, 1, +

CONFERENCES AND WORKSHOPS

ARIZONA

UNIVERSITY OF ARIZONA, Tucson. Content and Organization of Secondary Business Education Courses, June 13-25. Conference on the Instruction of Secretarial Practice in the High School, July 22.

CALIFORNIA

CHICO STATE COLLEGE, Chico. Workshop in Business Education, June 20-24.

FRESNO STATE COLLEGE, Fresno. Workshop for Teachers of Bookkeeping, July 25-August 5.

SACRAMENTO STATE COLLEGE, Sacramento. Business Education Workshop, June 20-July 29.

SAN DIEGO STATE COLLEGE, San Diego. Typewriting Workshop, June 27-July 8. Secretarial Workshop, July 11-22. D.E. and Basic Business Workshop, July 25-August 5. Business Automation Tour, August 8-19.

SAN FRANCISCO STATE COLLEGE, San Francisco. New Dimensions in the Teaching of Typewriting, June 20-24. New Dimensions in Teaching of Transcription, June 20-24. Workshop on Economic Education, August 8-26.

STANFORD UNIVERSITY, Stanford. Bookkeeping Workshop, June 20-24. General Business Workshop, June 27-July 1. Business Communications Workshop, July 5-8. Office Machines Workshop, July 11-22. Business Law Workshop, July 25-29.

COLORADO

COLORADO STATE COLLEGE, Greeley. Issues in Business Education, June 13-23.

UNIVERSITY OF COLORADO, Boulder. Workshop in Business Education, June 17-July 22.

UNIVERSITY OF DENVER, Denver. Improving Instruction in Computing Machines, June 22-July 6. Improving Instruction in Typewriting, July 25-August 6.

WESTERN STATE COLLEGE, Gunnison. Workshop in Business Education, June 6-15.

CONNECTICUT

UNIVERSITY OF CONNECTICUT, Storrs. Business Education Institute, July 7-8 (a conference clinic).

DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA. IBM Workshop, June 27-29.

BUSINESS EDUCATION WORLD

FLORIDA

FLORIDA STATE UNIVERSITY, Tallahassee. Improvement of Instruction (Office Clerical Practice), June 13-July 1.

UNIVERSITY OF FLORIDA, Gainesville. Family Finance Workshop, June 20-August 12.

ILLINOIS

NORTHERN ILLINOIS UNIVERSITY, DeKalb. School Business Maintenance Conference, June 22-23. Small Business Conference, June 30. Business Education Workshop, June 27-July 15.

NORTHWESTERN UNIVERSITY, Evanston. Business Education Conference, July 8. Methods Workshop for Business Teachers, August 7-12.

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. Business Education Workshop, June 27-July 1.

UNIVERSITY OF ILLINOIS, Urbana. Teaching Aids in Business Education, July 18-19. Workshop in Education for Family Finance, June 20-July 8. Workshop in Adult Education, June 20-July 8.

INDIANA

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Workshop in Business Education, July 20-August 24.

INDIANA UNIVERSITY, Bloomington. Business Education Conference, July 6-8.

IOWA

IOWA STATE TEACHERS COLLEGE, Cedar Falls. Workshop in Typewriting and Office Practice, June 20-July 1.

KANSAS

KANSAS STATE COLLEGE OF PITTSBURG, Pittsburg. Workshop in Secretarial Science, June 13-24.

KENTUCKY

UNIVERSITY OF KENTUCKY, Lexington. Business Education Conference, July 14-15.

MARYLAND

UNIVERSITY OF MARYLAND, College Park. Family Finance Workshop.

MINNESOTA

MANKATO STATE COLLEGE, Mankato. Workshop on Economic Education, June 30.

MISSISSIPPI

UNIVERSITY OF MISSISSIPPI, University. Business Education Workshop, June 13-24. (Continued on next page)

Summer Methods Conference for Business Teachers



co-sponsored by

University of Pittsburgh and Gregg Publishing Division, McGraw-Hill Book Co.

Week of July 25

A special one-week conference featuring illustrated lectures, group discussions, and demonstrations of current audio-visual aids—actively led by experts in the field:

SHORTHAND AND TRANSCRIPTION—Charles E. Zoubek

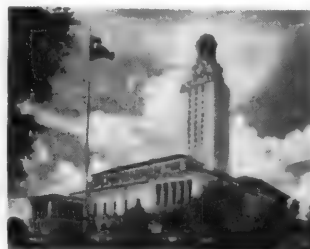
TYPEWRITING—Alan C. Lloyd

BOOKKEEPING—M. Herbert Freeman

GENERAL BUSINESS—Edwin Weeks

This methods conference, to be held for the first time at the University of Pittsburgh, is similar to the famous Gregg Conference held annually at Northwestern University. For complete details write to:

Dr. George W. Anderson, Director
Methods Conference for Business Teachers
School of Education, University of Pittsburgh
Pittsburgh, Pennsylvania



SUMMER METHODS CONFERENCE FOR BUSINESS TEACHERS

co-sponsored by

University of Texas and Gregg Publishing Division, McGraw-Hill Book Co.

Week of July 11

University Certificate Awarded

A special one-week conference featuring illustrated lectures, group discussions, and demonstrations of current audio-visual aids—actively led by experts in the field.

SHORTHAND AND TRANSCRIPTION—Louis A. Leslie

TYPEWRITING—Alan C. Lloyd

BOOKKEEPING—J. Marshall Hanna

GENERAL BUSINESS—Vernon Musselman

OFFICE AND CLERICAL PRACTICE—Alan C. Lloyd

This methods conference, to be held for the first time in Texas, is similar to the famous Gregg Conference held annually at Northwestern University. The conference will be held in the modern, completely air-conditioned Kinsolving Dormitory with its private sun-deck, open-air patios, and 20 informal lounges. Enrollment limited. For complete details write to:

Dr. Faborn Etier, Director
Methods Conference for Business Teachers
College of Business Administration, University of Texas
Austin 12, Texas

MONTANA

MONTANA STATE UNIVERSITY, Missoula. Typewriting Workshop, June 20-24. Shorthand and Transcription Workshop, June 27-July 1. Duplication Processes Workshop, July 5-8.

NEBRASKA

UNIVERSITY OF NEBRASKA, Lincoln. Business Education Conference, July 21-23.

NEW YORK

NEW YORK UNIVERSITY, New York. Workshop in Typewriting, July 6-22. Workshop in Shorthand, July 25-August 12. Workshop in Office Practice, July 6-August 12. Workshop in Bookkeeping, etc., July 6-August 12. Workshop in General Business, July 6-August 12.

SYRACUSE UNIVERSITY, Syracuse. Workshop in Clerical Practice, July 5-August 12. Workshop in Shorthand and Transcription, July 5-August 12. Family Finance Workshop, July 25-August 12.

TEACHERS COLLEGE, Columbia University. Work Conference on the Resources of the Financial World for the Teacher, August 15-19.

NORTH CAROLINA

EAST CAROLINA COLLEGE, Greenville. Typewriting Workshop, June 6-13. Basic Business Workshop, June 20-July 1.

WOMAN'S COLLEGE, Greensboro. Workshop in Improving Instruction in Shorthand, June 6-17.

OHIO

OHIO STATE UNIVERSITY, Columbus.

Typewriting Instructional Clinic, July 1.

WESTERN RESERVE UNIVERSITY, Cleveland. Community Resources Workshop, June 20-July 29.

OKLAHOMA

OKLAHOMA STATE UNIVERSITY, Stillwater. Distributive Education Workshop, June 6-10.

UNIVERSITY OF OKLAHOMA, Norman. Family Finance Workshop, June 22-July 29.

OREGON

OREGON STATE COLLEGE, Corvallis. Career Planning and Job Finding, June 20-July 1.

PENNSYLVANIA

PENNSYLVANIA STATE UNIVERSITY, University Park. Business Education Conference, July 14. Family Finance Workshop, June 13-July 1.

UNIVERSITY OF PITTSBURGH, Pittsburgh. Workshop in Evaluation and Preparation of Audio-Visual Aids, June 13-24. Gregg Methods Conference, July 18-22.

SOUTH DAKOTA

STATE UNIVERSITY OF SOUTH DAKOTA, Vermillion. Workshop in Shorthand, Transcription, and Office Practice.

TENNESSEE

GEORGE PEABODY COLLEGE, Nashville. Business Education Conference, July 22-23.

UNIVERSITY OF TENNESSEE, Knoxville. Office Machines Workshop, June 1-11. Shorthand and Transcription Workshop, June 13-29. Typewriting Workshop, June 30-July 15.

TEXAS

NORTH TEXAS STATE COLLEGE, Denton. Workshop on Improvement of Instruction in Shorthand, June 7-24. Workshop on Improvement of Instruction in Typewriting, June 25-July 31.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Office Machines Workshop, June 2-17.

UNIVERSITY OF HOUSTON, Houston. Business Education Conference, June 9-10.

UNIVERSITY OF TEXAS, Austin. Gregg Methods Conference, July 11-15.

UTAH

UTAH STATE UNIVERSITY, Logan. Workshop on Business Education in Public Schools, June 6-17. Briefhand Workshop, August 1-12.

VIRGINIA

RICHMOND PROFESSIONAL INSTITUTE, Richmond. Occupational and Educational Information, July 25-August 12.

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. Business Education Conference, July 7-8. Workshop on Putting All Classroom Skills to Work in the Office with Business Machines and Equipment, June 16-July 8.

WISCONSIN

UNIVERSITY OF WISCONSIN, Madison. Business Education Institute, July 14-15. Family Finance Workshop, June 27-July 22.

WYOMING

UNIVERSITY OF WYOMING, Laramie. Business Education Workshop, June 20-24.

INTEREST AND DISCOUNT (Continued from page 28)

You will notice that the new material was presented only after the total business procedure relating to it was reviewed. The teacher should go even beyond the point suggested here and discuss such business practices as the use of interest tables and the collecting and paying of notes. It is true that the use of interest tables reduces the importance of computing interest and discount, but students should master the process if for no other reason than to verify and check bank calculations.

The learning materials to be used in applying the principles taught were not described because they are readily available in all bookkeeping textbooks.

No time schedule is included because the time of each section will depend entirely on the ability level of the class. Any experienced teacher knows, of course, that the teaching material outlined here cannot possibly be taught properly in one class period.

This unit was developed in complete detail to show that it must be taught very carefully. When teachers complain that students have trouble with interest and discount, they are quite right. But, do all bookkeeping teachers take the time and effort to *teach* this material the way I have presented it here. Bookkeeping is easy to learn and easy to teach. But, it must be taught. The average elementary bookkeeping student cannot learn how to handle interest and discount by reading the chapter in advance, answering the questions, and doing the problems. The teacher must *teach* or the average student will not learn.

At the risk of sounding repetitious, let me say that the teacher who has followed all the directions realizes that careful planning of the material to be taught is the only way to guarantee that the student will learn how to handle interest and discount. Unfortunately, there are no magic short cuts to good learning except good teaching.

APPLIED TYPING

(Continued from page 12)

there is a "salvage value" for spoiled postal cards by virtue of their redemption for partial value at the post office.

- Additional types of work that have been handled in our course include form letters, proceedings of meetings, longhand copy to be typed, school histories, genealogies, address labels, organization booklets of programs and membership lists, and others.

It is important that work be handled in such a way that neither the students nor the instructor feels unnecessarily rushed. Try to hold the point of view that a reasonable amount of work done well is your goal rather than 100 per cent acceptance of work requests. Perhaps the only fair criterion, assuming that the work is of a suitable nature to begin with, is simply to say, "First come, first served"—and be certain to keep the work planned as far in advance as possible. It has seemed to be advisable, in our experience, to arrange for at least one extensive project each semester and to supplement it with shorter, less complicated jobs that are almost always in demand.

At the time the work is received, the instructor fills in the appropriate parts of the Work Request form (left side and first two items on right side) or has the person requesting the job do so. The assignment is made, and the form clipped to the copy follows the work through to its completion. Then the remaining blanks at the right are filled in and the form filed for future reference. In the case of duplicated work, a sample is stapled to the back of the record form. The filing of these record sheets should be based on the primary use that may be made of them later.

To assist the teacher in learning something of the student's qualifications for doing various types of applied-typing jobs, it is well to make use of a data sheet that the student fills out, answering specific questions. Since, in our course, duplicating and stencil work is done in addition to typing, we wish to determine, among other things, the level of the student's ability to type masters and stencils and to use our duplicating equipment.

The teacher will find it desirable also to check on certain of the student's skills through using (a) type-writing tests to check on speed, accuracy, even touch, erasing skill, etc., and (b) copy especially designed

to test his alertness in proofreading.

Among the records to be kept is a checksheet for each student, broken down into various categories of jobs, such as: envelopes, form letters, index cards, labels, mailings (folding, inserting, stamping, sealing), manuscript typing, masters, mimeographing, rough draft, spirit duplicating, stencils. Unless such a record is kept, you will not know whether a given student is having an opportunity for varied experiences. The course loses much of its educational value if Bill, for example, is given the job of operating the mimeograph time after time, no matter how reliable or proficient he may be in that particular capacity.

With the widely varied nature of the jobs performed and the very informal class organization (in fact, it will be *dis*organization without careful teacher planning to keep the work channeled as it should be), evaluation and grading become somewhat difficult in a course like this. Granted, there will have to be a rather large element of subjective opinion; still, a conscientious evaluation can constitute a quite reliable and accurate judgment of a person's performance in terms of how he would measure up on the job. You will, of course, want to base the grade primarily on an overall evaluation of the work the student did on various assignments. It is for this purpose that you keep the individual record sheet of jobs completed by each student (and, when feasible, a copy of the work).

You will also take into consideration such factors as the student's demonstrated dependability from all standpoints, his co-operativeness with classmates as well as with you, his typical speed in getting work done, the certainty with which you can rely on his having checked all aspects of the job for correctness, the general neatness or messiness that characterizes his work and his work area.

We feel that it is desirable also to use some examinations in which there are questions of judgment, not only questions that cover a student's grasp of fundamentals of machine operation or typing form, letter style, etc. Presumably those basic aspects should have been taken care of in previous courses. You might wish to cover some of these basic aspects by means of questions such as these:

With respect to letter typing—

1. Show a correct arrangement for the

WORK REQUEST

Name _____	Date Received _____
Department or _____	Date Desired _____
Organization _____	Date Delivered _____
Job: manuscript __, letters __,	Workers Assigned:
cards __, envelopes __	Typing _____
other (list) _____	Proofing _____
Copy Received: type __, print __,	Duplicating _____
longhand __, rough draft __.	Collating _____
Typing:	Number of items completed _____
Original only _____	of ____ pages each.
Number of cc _____	
Duplicating:	
Stencil _____ Fluid _____	
Save stencil/master _____	
Number of copies _____	
Instructions:	



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

I got into a discussion not long ago that still has me disturbed. Somebody said that a couple of doctoral candidates were about to leave a certain university because they felt that some of the professors treated students as if they were *interruptions*. Somebody in the group (surely he'd had a rough day) spoke up quickly, "Well, they are. It's gotten to the place where you can't get any decent research done because you have to spend so much time with and for students."

"You're absolutely right," somebody else agreed. "It's high time the free world woke up to the fact that its universities should exist primarily as places where faculty members have the resources, equipment, and time to carry on research with a minimum of interruption. True progress comes only through research; and research suffers when a faculty spends its time spoon feeding a bunch of immature students who want a lot of personal attention paid to them and their problems."

"Students are interruptions?" somebody interjected feebly. But by this time the group was turning out a neat little formula allocating a professor's time (ideally) like this: about 5 per cent for professional activities—speeches, learned societies, etc.; 15 per cent for teaching activities; and 80 per cent for research. (No, your bifocals don't need changing; you're reading it right.)

"How do you justify spending 80 per cent of your time on research?" somebody asked. There, I thought, that will really corner them. Someone is sure to argue that most of the benefits mankind enjoys today have resulted from research. Ergo, research must be the prime concern of professors. Then somebody else can point out the inconsistency in being concerned with benefits to mankind as a whole while regarding individual specimens as interruptions.

But the answer didn't come as I expected. Instead we got, "You don't need any justification. The pursuit of knowledge is an end in itself. Whether it ever does any good or not, the uncovering of knowledge is enough for the true scholar."

Well, shades of the medieval universities, thought I. But a quotation about "So act as to treat humanity in every case as an end, never a means only" kept running through my head.

You don't dismiss discussions like that with a quotation or two. Frequently today you read that the pursuit of knowledge for knowledge's sake is the true role of the scholar. Lamenting the paucity of educational research is certainly justifiable. Even a seemingly unrelated item in the evening paper brings the afternoon's discussion to the fore again. "Blind to See Electronically," is the headline. Within the foreseeable future, the article says, someone is going to discover how to bypass dead optic nerves and transmit sight impulses electronically to the brain centers of persons now blind. Then you think that maybe somewhere, some professor, spending 80 per cent of his time on research, will discover how to make the blind see. You can't toss aside the idea that progress is made through research.

But, on the other hand, you can't throw out the disquieting thought that it's very possible that some student, discouraged enough to quit because somebody regards him as an interruption, might be just the one who, if given a little encouragement and treated as an end, would carry that research to completion.

How do you regard your students? Are they interruptions? Or ends?

heading of page two of a letter being written to George Smith today.

2. List an appropriate salutation to be used in each of the letters going to these addresses: (The list may be of whatever length or difficulty you wish to make it.)

3. Arrange these items in the proper sequence: (List specific inside address, date, attention line, and subject line.)

In the duplicating area—

4. Explain the procedure for correcting an error on a stencil.

5. Explain the procedure for correcting an error on a spirit master. (Of course, the nature of the error has a bearing on the method of correction. You may wish to make your question specific, or you may purposely phrase it in this general way to see whether the student thinks through the question sufficiently to answer in terms of various situations or gives only a simple answer applicable to one set of circumstances.)

6. (True-False) Mimeograph paper may be used with good results on the spirit duplicator.

7. (True-False) When retyping a correction on a stencil, type the correct letter with a harder-than-normal stroke.

8. (Multiple choice) If copy is typed or drawn outside the broken limitation lines at the sides of a stencil, it (a) will not reproduce, (b) will be poor and indistinct, (c) will look unattractive because of inadequate margins.

9. (Multiple choice) If mimeograph paper from two different reams of slightly varying widths is being placed on the paper table, there is likely to be less feeding difficulty if (a) the wider stack is placed on the bottom, (b) the wider stack is placed on top, (c) the two different widths are alternated, (d) no attention is given to how it is placed, since it is immaterial.

Include some questions calling for judgment or giving the student an opportunity to show growth in this course—

10. What are three factors taken into consideration in deciding whether to type originals, carbon copies, spirit masters, or stencils? Discuss briefly.

11. Film-topped stencils might be selected for three or four reasons. In addition to helping reduce cut-out of letters such as *o*, what are two other probable reasons?

12. List at least five factors that determine or greatly influence an individual's rate of production (*i.e.*, the amount of work produced in a given time).

Each school situation is peculiar unto itself, and each teacher will necessarily need to adapt and modify these suggestions to the specific conditions in his school and community.

Anticipating difficulties? If so, you will not be disappointed—they will arise. Try to exercise judgment in your decisions as to what procedure to follow if errors occur in the job work students are doing. Be practical at the same time that you hold to high standards. When is it better to correct—erasing on typewritten copy,

correcting duplicated copy by whatever method is appropriate—and when should the entire job be redone? The teacher must consider the factors of time, materials, and possible learning value of the correction process to the student. Try to develop a sense of evaluating the importance of the copy and the occasion—and encourage students to do so too. Their goal should always be to produce a job in which they feel some personal pride. Let us make every effort to instill in the students the objective of doing a job well. This should come about as a result of wise planning and careful execution, not, as a rule, through retyping. In other words, the attitude desired is not merely one of willingness to redo a job any number of times, but rather an attempt at efficient achievement the first time. If we can at least make a noticeable stride in this direction, applied typewriting will have fulfilled its purpose.

The reward that comes through the mutual satisfaction of teacher and students in the accomplishment of worth-while work more than offsets the problems and possible difficulties to be encountered.

IMPROVING INSTRUCTION

(Continued from page 23)

this reason that research is so important for the improvement of instruction.

THE SUPERVISOR HIMSELF

In the last analysis the morale of a regiment depends on its leadership. If the department head is professionally alert, energetic, zealous in his devotion to the department and what it stands for, and sympathetic with his staff and their problems, he will serve as co-ordinating force, clearing house, and sounding board.

He is the co-ordinating force for all the efforts of the diverse personalities and varied ventures of the department, serving as a clearing house for the dissemination of their teaching materials and methods and as a sounding board for new ideas that are waiting for inspiration on the one hand and balance on the other. All this is a large order, it is an ideal rather than a person; but it is an ideal worth striving for. In the words of Robert Browning,

"Ah, but a man's reach should exceed his grasp,
Or what's a heaven for?"



SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

From the window of my transcription classroom on the top floor of our present building, I can look across spring-blessed green fields to the low, spacious new structure that will become Vestal Senior High School in September.

Teaching shorthand in the new seven-room business education wing will be a wonderful experience. There will be left-pedestal secretarial desks and adjustable posture chairs; two of the four machines rooms will have new electric typewriters; the architects have granted such "whims" as master switches and running water.

As I turn from the sunny window, I am aware of the varnish worn thin on the too-low desks, the insidious little cracks in a corner of the ceiling, the faint grooves at the threshold where eager and reluctant feet have come and gone these many years; and I am overwhelmed with a sudden impatience to enter a new situation where homework is always done, fountain pens never run dry, fatigue and discouragement are unknown.

Springtime often brings a restlessness to even the most contented, and we think that a new class, co-worker, administrator, building, or position will magically solve every conceivable problem. Fortunately, most of us return to reality with an insight that gives renewed dedication to our continuing role in an existing pattern.

Some years ago I sat in on interviews with two candidates for shorthand positions in our school. After a few routine queries, the supervising principal said, "Tell me a little about your present position." The first candidate told of his dissatisfaction with his work. The business department lacked organization and *esprit de corps*; the students were lazy and indifferent. The reply of the principal came as a great surprise to me. "That sounds very familiar," he explained. "You would find things much the same in our system. I doubt that you would be happy on our staff."

The second candidate told of the excellent business department that he would miss so much and of the fine young men and women in his shorthand and transcription classes. He spoke with quiet pride of the work his graduates did in secretarial positions in local industry. "That sounds very familiar," said the principal. "You would find things much the same in our system. I think that you would be happy as a member of our staff."

I have never forgotten these interviews. In most instances, happiness and unhappiness, success and failure, adjustment or lack of adjustment lie deep within ourselves. Such outward factors as buildings, equipment, and even class members, although they will, to be sure, lend influence, will never in themselves determine what can or cannot be accomplished in a shorthand class. "What makes a good teacher," I asked a mature friend during a moment of discouragement in my first year of teaching. "Good teaching is one thing only," she confided. "It is the way you feel inside."

One year I visited shorthand classes in several schools. In one clinically perfect room, a capable but slightly apologetic instructor spoke of what she would do if only she had newer machines, newer texts, better students.

In the small, crowded basement room of another school with antique equipment and facilities, a row of red geraniums bloomed like banners of triumph on high slit windows, filtering the afternoon sun, and the teacher told with breathless animation how fortunate they were to have "everything."

Now my reverie is interrupted; my next class will soon begin. Several students have joined me at the window. What would be the very best thing in the new building? Not the new gym, the three cafeterias, the two interior courts. As one future secretary declares, "The nicest thing in the new school will be the same classmates and the 'old' teachers."



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Economic Education. Every week of the year, a new booklet is published by Employee Relations, Inc., 13 East 53 Street, New York 22, N. Y. These illustrated, pocket-size booklets run 16 pages or more and cover a wide variety of subjects. Two recent ones that will interest business teachers are: *Basic Handbook of Postal Information* and *Your Social Security Benefits*. The first one lists the correct postage for surface and airmail letters and parcel post, explains how to wrap and mail parcel post, and tells how to save time and money by using the mails correctly. The second booklet is of interest to everyone covered by Social Security. Single copies of all the company's booklets cost 25 cents. Areas covered in addition to economic education are: national affairs, political understanding, self-improvement, inspiration, personal problems, living and recreation, and safety. Write for current listing.

Television teaching. What do teachers in higher education think about this new medium? *College Teaching by Television* brings together the varied and sometimes conflicting experiences of teachers who have used closed-circuit television for instructional purposes. This 234-page report of the proceedings of the Conference on Teaching by Television in Colleges and Universities held at Pennsylvania State University in 1957 is available from the American Council on Education, 1885 Massachusetts Avenue, N.W., Washington 6, D.C. Price: \$4. Similar publications from the Council: *Credit courses by Television* (\$1), *Teaching by Closed Circuit Television* (\$1), *A Television Policy for Education* (\$3.50).

Family finance. A handbook, *Vitalizing Business Education—Through Personal and Family Finance*, has been prepared by a group of seven business teachers at a graduate seminar held at the University of Pennsylvania during the summer of 1957. It was revised in 1959 and is available for 50 cents from National Committee for Education in Family Finance, 488 Madison Ave., New York 22, N.Y. Request their brochure on free and inexpensive teaching materials, too.

Guidance handbook. A Simmons College bulletin is free as a reference for the high school girl who wants information on 33 careers from which to choose a college major. Write to Simmons College, 300 The Fenway, Boston 15, Mass., and ask for Bulletin No. 1, "Careers Ahead."

Business terms. For an excellent reference booklet on business terms, write to the *Chicago Tribune* for *100 Definitions of Business Terms*. There are two volumes, the first reprinting the series that ran in the newspaper from March 10 to June 17, 1957, and the second covering June 18 to September 24, 1957. Each volume is 41 cents from the Public Service Office, 33 West Madison Street, Chicago 2, Ill.

Poster on America. Sawyer's View-Master poster, "America the Beautiful," includes a picture and facts about each state. Suitable for framing in your classroom or office. Price is 25 cents each from Sawyer's, Box 490, Portland, Oregon.

Correction. The price of the two office practice kits offered by Marietta Cain was incorrectly given last month. The correct price is \$1.50 for each kit.

D. E. EQUIPMENT

(Continued from page 17)

that when we started our unit on store operation and management, I might be able to show them how the various store activities were related to each other in making up the entire picture of merchandising and instill in them an appreciation of the value and importance of their own jobs in store work—if we could operate a store and co-ordinate the activities.

I managed to acquire a large amount of dummy merchandise related to the grocery field—cans, cartons, bread, milk, frozen food, butter, etc. A local wholesale grocer furnished us with order blanks and invoices, and a local independent grocer gave us some salespads and paper bags. We stocked our shelves with the dummy merchandise and used the glass display case as a dairy bar, and we were ready to run a store. We had enough merchandise remaining to set up a wholesale house in our storeroom.

I appointed one student to be the store manager and another to be his assistant. I assigned two students as salespeople, two to handle display, one for advertising, and two for the receiving and marking room. The wholesale house required a salesman and several employees. The various students who were assigned to these roles doubled as customers of the store.

The first step, in which all the students participated, was to take a physical inventory and price the items. Then the manager, after checking his inventory, decided what items he wanted to advertise and display and what items he wanted to order. We had simple merchandise-control forms with the headings On Hand, On Order, Received, and Sales. We used these forms for the dairy department only, because it would have been too difficult to operate the merchandise-control system for all items in the store. By using the salesbooks, we were able to record the sales by items.

The wholesale salesman called daily to make his sales to the store manager. All purchases from the wholesaler were filled and checked by the wholesale employees, and an invoice was prepared before the purchases were delivered to the store. There they were received, checked against invoice priced, and put into stock, with the checked invoice going

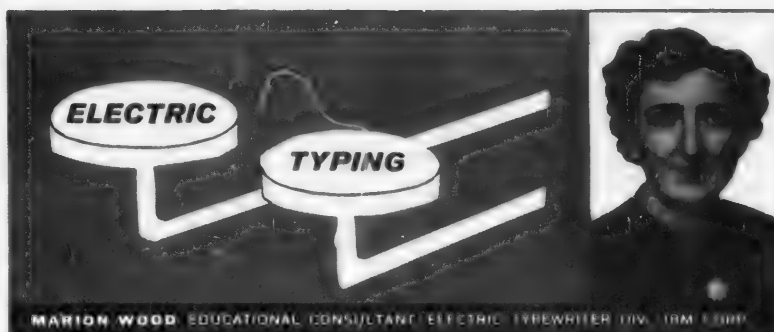
to the manager. All sales in the store were bagged and delivered to the wholesale house, where they were put into stock for future use.

Pricing the merchandise, with the manager determining the desired markup, gave the students practice in retail arithmetic; and when price changes were made by the wholesaler, students were given still more markup practice. The salespeople gained practice in selling, cash register operation, and salescheck writing. We even introduced a want-slip system, which helped the manager with his buying. The manager learned how to co-ordinate his advertising and display, became aware of the need for having sufficient stock on hand to justify displaying and advertising those items, and learned a little about the art of supervision and record-keeping. He had to figure his rate of turnover for different items and learn how to set up a basic stock list. As he approached the end of his week's tenure as manager, he even decided whether or not he wanted to take markdowns.

An expense ledger was set up for recording all expenses. Some of this recording was artificial, because I arbitrarily set some expenses at a lower figure than normal so that they would be in line with the modest volume of sales we would be able to achieve in our limited term of operation. At the end of the week, we took a physical inventory, determined our shortage, made out an operating statement, and figured our profit or loss. All students used the available figures and made out an operating statement.

The following week another student took over as manager, and the other students were given different assignments. After following this procedure for several weeks, we were able to see the effect of different rates of stockturn on profits.

The students were very enthusiastic about the whole process and actually felt that they were operating a store. They were all close enough to each operation to realize how the various activities were related to each other; consequently, they learned to appreciate the value of what they were doing on their jobs in their training stations. They also realized how many different job opportunities were available to them in retailing. All in all, this turned out to be the best learning situation I have ever been able to develop in a D.E. classroom.



May we finish the exercise later?" The question came from a seventh grade boy in a beginning class in electric typewriting. The teacher had called the class to attention in preparation for a dictated drill on the new reach to the number row.

Four years ago, this school had organized a ten-week course on these same typewriters. Speeds of 20 to 25 words a minute were attained, and the students were taught how to write simple letters. When students of this course demonstrated their skill to a group of twenty teachers, the teachers were impressed with their stroking technique and their accuracy.

After evaluating the results of this ten-week course, the administration felt a longer course would be more beneficial. Now pre-vocational typewriting is offered for an entire semester to the seventh, eighth, and twelfth grades. The twelfth grade course was requested by seniors planning to go to college.

Speed in these classes ranges from 25 to 50 net words with the majority typing 35 net wam at the end of the semester. After the students have mastery of the keyboard and can use the service mechanisms, they are given lessons in centering, typing letters, post cards, simple tabulation, tables of contents, title pages, footnotes, and carbon copies. They must know how to make good corrections, and they are taught to proofread accurately.

The textbook for this course is *Gregg Junior High Typing* by Cook, Morrison, Trytten, and Whale. Teachers point out there is a distinct advantage to having the vocabulary slanted to the junior high level and the exercises arranged so that they can be used for both electric and manual typewriting.

New reaches are presented by dictated drills. Daily timed writings are given to build speed and accuracy. Timings are gradually increased from 30 seconds to five minutes.

Care of the typewriter is stressed. The seventh grader takes as good care of his electric typewriter as the older student does. In fact, the teachers report that the younger students are less inclined to play and experiment with the typewriter.

Typing classes are scheduled five times a week. After keyboard mastery, one day a week is usually reserved as a free typing day, and students are permitted to type their assignments for other classes. Students also have the use of the typing lab the last period of the day. The principal explains that these free typing periods were provided because the students were so eager to type their assignments.

Comparing results between the seventh grade and eighth grade, the teachers felt that the eighth grade students progress faster. They commented on the excitability of the seventh grader when typing under the pressure of dictated drills. It is apparent that the seventh grader prefers to type at his own pace.

This year the students attained one of the best records in the area on the NOMA spelling test. Teachers point out that this excellent record in spelling and word usage may be a direct result of the typing classes. Improvement has also been noted in the neatness and organization of English themes and history outlines.

These classes demonstrate the advantages of teaching junior high students beginning typing on electric typewriters. Interest, already at a high level, is easily maintained; the students have the skill to use throughout their entire high school course; and they have an introduction to one of the basic skills of the secretarial course if they choose this as their major.

PUNCTUATE THE POSITIVE

JENNIE FARLEY

WHEN NORMA VERDON landed a job with *Woman's World*, she was delighted. So delighted that she sat down the same evening to write her family the news. True, she wasn't an editor yet, but she led them to believe it was only a matter of time.

It was her roommate Judy who destroyed the illusion—Judy, the veteran of two combat years in New York City who had already won her campaign ribbon at *Women's World*.

"What's your typing speed, Norma?" she asked over their usual Monday night TV dinner. "Are you up to 60 words a minute?"

"Oh, it's O.K."

"I'll have to be better than O.K.," urged Judy. "You'll probably be in Miss Foley's typing pool. That is, if you can take it. I bet you don't last more than a day."

Norma laughed haughtily. "Oh, don't worry about me. I'll get along . . ."

And she did, after a fashion. The first morning, Miss Foley gave her a manuscript to type—a long article on travel in the Alps. "Three carbons and wide margins," ordered Miss Foley as she stalked away from the desk. Norma's eyes took in the grey hair fixed in a mannish bob, the tight lips and jutting chin. The better to fire you with, my dear, thought Norma; and she set to work with vigor.

No sooner had she completed the assignment when Miss Foley returned, glanced at the pages, and pursed her lips. "Very well. Now we proofread."

Norma held the original while

Miss Foley read aloud from the typed copy . . . "Cap the trip seemed long comma the wind was hot and dry comma the canteen was empty period paragraph cap we comma the two of us comma dots . . ."

When it was Norma's turn to read, she stumbled along. It was difficult reading punctuation marks, erasing expression from her voice, and trying to be exact. Then Miss Foley cut in sharply.

"Is there a comma there?"

"Well no," offered Norma, "but the author obviously meant to use one . . ." Her voice trailed off into silence as Miss Foley glared.

"You mean you put the comma in?" Miss Foley's tone was icy with disapproval. "You presume to improve on the author's style?" So saying, she scooped the pages off Norma's desk and headed toward one of the other girls. "I can see that this job will have to be carefully proofread."

Norma was a picture of dejection as Miss Foley walked away. Title to the contrary, it was certainly not a woman's world—at least not a young woman's.

That afternoon, Norma was given a second chance. Miss Foley deposited another manuscript on her desk, gave the same curt instructions, and left her to type. This time Norma followed the copy exactly. If the author used a capital letter, she used a capital letter. If he didn't, she didn't.

Things went smoothly when she and Miss Foley got together to proofread the article—until they reached the last page. Norma noticed that

Miss Foley hesitated as she reached the bottom of the sheet.

"Isn't it customary to place a period at the end of sentences?" the supervisor inquired in a sarcastic voice.

Norma stiffened. She remembered the spot well. The author had obviously run two sentences together for he had used a capital at the beginning of the second part. But he had put in no period, and Norma was taking no chances.

"You should know enough to punctuate at the end of sentences," continued Miss Foley. "If I'm not mistaken, only this morning you were trying to improve on an author's style."

A cold fury enveloped Norma. That was it, she decided. She'd march out of the office that evening and never return. But somehow she managed to retain her composure in front of Miss Foley.

At five o'clock, Norma put the cover on her typewriter with a certain finality. A short job, she thought, short and not sweet. She picked up her bag and gloves and started down to the personnel office. Unfair treatment, rudeness, incomplete instructions . . . all legitimate reasons for offering a resignation.

It was while collecting her thoughts outside of the personnel director's office that Norma realized Mr. Peer was speaking on the phone. Had she heard him mention Miss Foley? Her curiosity was aroused—she stole closer to the door . . . "Oh yes, Miss Foley, I've been trying to reach you—about the Verdon girl. What's that, no spunk? Well no, Miss Foley, we don't want someone like that, but . . . Good, we'll give her another day."

Norma was stunned, but it took her only a minute to regain her composure and start determinedly toward the typing-pool offices. Miss Foley was still at her desk.

"I came to say good night, Miss Foley, and I hope you won't be too hard on me tomorrow. I am trying to do my best." And then, almost involuntarily, "Yes comma I am trying dots."

A twinkle of amusement brightened Miss Foley's eyes. "I think you'll do, Miss Verdon," she replied. "Yes comma I think you'll do fine period." (864)

HOLD THAT TEMPER

ROBERTA G. PAVLU

AT ONE TIME OR ANOTHER, we have all had a difference with another person. It might have been over something¹ said, or for some other reason. We have probably become very annoyed, many times with good reason, and² stood up for what we thought was right.

When an important matter comes up, we have every right to put up a fight,³ but there are times when we might do well to forget the whole thing.

For example, a woman might tell

a friend that her⁴ new hat is not a good style for her. The friend is annoyed. She can "tell off" the other woman and most likely lose⁵ her as a friend, or she can ask herself why the woman said that the hat did not look well on her. If she can bring⁶ herself to take the alternative and forget the incident, she might learn that her friend was in a bad financial⁷ situation at the time, and because of her worry, said what she did even though she did not really⁸ mean it.

If, however, the woman with the new hat wanted to start an argument, one word could lead to another,⁹ and she would be minus one friend. People have a habit of saying things they do not mean but that may not be¹⁰ forgotten when the fight is over.

A boss might snap at his secretary for a mistake she has made—or one¹¹ that he has made and she has not corrected. The secretary might feel justified in being angry with her¹² boss. But if she would realize that

perhaps the boss has some business problem which has brought on his bad mood, the¹³ secretary might be doing herself a favor if she would help her boss. In the long run, when all is quiet again,¹⁴ she will have earned the respect and gratitude of her boss—if not a bonus—for her patient and capable¹⁵ assistance.

We do not always know why people annoy or even hurt us—it is not always possible to¹⁶ learn the reason behind an act. But if we can remember that there is usually some reason why one person¹⁷ will hurt another, that many times it is simple because he himself is not happy, it will make the hurt¹⁸ a little easier to take. Besides holding our tempers, we should try to help that person. We might find that we¹⁹ have made or held a friend, because a person who can understand is not easily found. (396)

*Vocabulary limited to Chapters One through Eight of Gregg Shorthand Manual Simplified.

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From that moment on, HHH does all the rest. While you relax at home in your⁸ comfortable apartment, your Happy Happy double braves the dangers of traveling, food poisoning, and⁹ romantic entanglements.

And you will relax, Miss Quigley. Your friends, knowing you are on vacation, will not bother¹⁰ to telephone or visit. You will have time to complete the afghan you're knitting, to catch up on the latest¹¹ translation of the Dead Sea Scrolls. In short:

you will come to know—and love—peace and quiet.

Nor must you worry about having¹² no tales to tell when you return to the office. Each evening your HHH double will phone¹³ you and describe your vacation day in detail. She will tell you about the horses you did not have to ride, the¹⁴ swimming you did not have to do, the men you did not have to dance with. It will then be your privilege, dear client,¹⁵ to make suggestions for the coming day, to insure perfect harmony between your desires and your double's¹⁶ activities. And your instructions will be carried out expertly. Your double is thoroughly trained in the art of¹⁷ vacationing and will conscientiously enjoy your vacation to the utmost—just for you.

It's said, that "One¹⁸ picture is worth a thousand words." We agree. Therefore, every HHH counterpart is a¹⁹ skilled photographer. She will take snapshots of the scenery, her companions, and their activities. These fine²⁰ souvenirs will become your property, Miss Quigley. What better way to convince the office staff of your wonderful²¹ time?

We look forward to making your next vacation a tranquil one.

Happy happily yours,
Richard Radar,²² President
Happy Happy Holiday Incorporated (451)

OGA MEMBERSHIP TEST

Not enough can be said about the importance of good grooming, especially the part of it which has to do¹ with clothing. It is an important factor in the impression that we make on other people. And the world today² judges more and more on external appearances. The first impressions, and frequently the most lasting ones,³ are made by our appearance. We know that the well-dressed person makes a better first impression than the poorly dressed⁴ one. The neat, trim-looking person is preferred to the dowdy one.

All of this does not imply that it is necessary⁵ to dress like a fashion plate at all times. The important thing is to dress appropriately for the⁶ occasion so that you will be an attractive person in any group. (132)

JUNIOR OGA TEST

They come to learn.
They come to learn.
They fritter their time away,
And the words misspelled
And the task half done
Shall bring regrets¹ some day.

The want of the knowledge
They could have had,
The chances they threw away
Shall live in their hearts
With a² memory sad
And sting when heads are gray. (46)

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Advanced BOSS-WATCHING

PART 3

REULINE N. HERMANSON

Ruffled Grouse: This species is characterized by gross unfriendliness and a tendency to get ruffled over¹ little things. His secretary approaches him each morning with the following results:

Secretary² (brightly): "Good morning, Sir."

Boss: "Humphf."

Secretary (less brightly): "Nice day, isn't it?"

Boss: "Humphf."

Secretary (cautiously): "Here's³ the mail. Will there be anything else?"

Boss: "Humphf."

The secretary, understanding this to mean "no," returns to her⁴ desk.

Boss: "Would you please not leave until I've given orders. I intend to dictate now. Humphf."

The Penny Pincher is⁵ the inexperienced boss-watcher's most dangerous enemy. For until she comes across his once-used sugar⁶ lumps and once-licked postage stamps she may merely think him thrifty. This boss demands more work for less pay, until his

saving⁷ finally turns to losing—a secretary.

THE NAME DROPPER: This variety "drops" names of important⁸ people, unimportant people, all people—from his memory. His call is plaintive and sounds like this: "Bring me the⁹ 'Whatsisname' folder right now, please." His secretary, who is yet to complete down payments on a crystal ball, often¹⁰ confuses "Whatsisname" with "Whosis." Can one blame her boss for being angry?

The Scratcher's handwriting is not¹¹ unlike a bird's footprint. Despite a brush-up on "boss language" at Berlitz, his secretary finds his memos¹² unintelligible. He finds her unintelligent.

The Dream Boss: This species is young and handsome. His secretary¹⁸ has a private office with three-inch carpet, a pink electric typewriter, and fresh flowers. This boss is kind,¹⁴ generous, reasonable, and believes a secretary is for decoration, not for duties.

This species¹⁵ is also extinct! (304)

PROBLEM CLINIC

(Continued from page 9)

particular school, and I can state only in a general way what to do with each.

First, let us consider comparison. You may choose a candidate who has been trained only in skill subjects (shorthand and typewriting). Compare that candidate with a similar one—keep in mind that other factors should remain as constant as it is humanly possible to make them—who has had training in bookkeeping, secretarial practice, office machines, business law, business letter writing, marketing, advertising, and any other subjects your school offers. Show the people who are to be convinced where various language, mathematics, and science courses may have made the first candidate a well-rounded person; but the girl who knew legal terminology, could accurately keep the books for a small firm, could compose well-worded and effective business letters, and could run any machine in the office made a far better secretary.

Now we shall consider example. Actually, you have given an example above. Tell how the second girl advanced more rapidly; how she earns more money, and rightly so; how she can converse intelligently with any businessman. Give further examples of successful men and women who were adequately trained in the business field. I am sure it will be easy for you to find such examples in

your geographic area. Show also how such a business-trained worker can make out a personal long-form income tax report without paying a high fee to a trained accountant or attorney.

As for authority, it is easy to get a statement from a well-known businessman as to why certain subjects are important to the well-trained office worker. When the best-known financier or business executive in the community makes a flat statement that he feels courses in bookkeeping, business letter writing, and economics are important, the person considering the question will sit up and take notice. He will know then that an experienced and successful man in the field takes a different point of view than his own. This will give him more of an open mind than he previously held.

Statistics, if cleverly handled, can make anyone question his own beliefs. In this case, spend some time collecting information as to the higher salaries paid to students trained in highly specialized areas. Find out how many students trained in business subjects obtained well-paying and desirable positions sooner than so-called well-rounded students.

It is my belief that any time living proof can be presented to show advantages of having a full-time business curriculum, people in the liberal arts field will begin to question their beliefs.

ETHEL HALE BLACKLEDGE
Southern Illinois University
Alton, Illinois



through the camera eye

DELTA MU Chapter of Pi Omega Pi was installed as the 108th chapter at Delta State College, Cleveland, Miss. Dr. Audrey Dempsey, East Carolina College, Greenville, N. C., was the officer of installation. Shown here are (front row, l to r): Annette Mills, historian; Joycelyn Milner, vice-president; Louise Meyers, president; Patricia Middleton, secretary; Pat McClellan, treasurer; (back row, l to r): Forrest Underwood, reporter; Joan Reid; Syble Mashburn; Jeanette Mills; Betty Donald, honorary member; Kathryn Keener, sponsor; John C. Gibson, honorary member.



LEARNING ABOUT BUSINESS first hand are fifteen students of Diana Ramo, Irvington (N. J.) High School (fourth from right). She asked her class to purchase some shares of a company so that they would gain a more practical understanding of how industry works. The students selected Hazel Bishop, Inc., after discussion, and

two shares of stock were bought for the class in Mrs. Ramo's name. The students then attended the company's annual shareholders meeting and afterwards visited the New York Stock Exchange. They are shown above with Herman L. Johnson, president of Hazel Bishop, who was elected at the meeting they attended.



TEACHER OF THE YEAR awards were given to three business educators by the Newark (N. J.) Chapter of the National Office Management Association. They are (l to r): Lawrence Camisa, Snyder High School and St. Peter's College, Jersey City; Ethel Smith, Jamesburg High School; and Mary Bierstadt, Red Bank High School. The awards were presented by Bess Lewis, director of education for NOMA.



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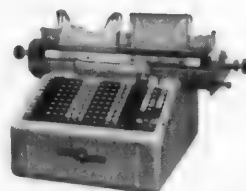
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NEWS SPOTLIGHT

Carroll V. Newsom

... president of New York University, in a speech recently warned against the influence on our education and its objectives of people who are not educators. "The essential understanding can come only from long and intimate contact with students and the process of education," he said. He noted that "There is a constant demand for a great variety of persons of assorted abilities; no catalog of our needs in this regard could be complete, or even adequate. Moreover, the objectives of our schools and colleges must be as broad and as long as the needs of society."

Dr. Newsom called for "great diversity in the institutions of the country with respect to their educational objectives," and said that, "as our over-all educational purpose, we must try to maintain a program whereby each of our students will be placed in the proper educational environment, an environment that would permit the maximum development of his talents along with those associated qualities that are essential to success in utilizing the talents."

Teacher training

... of married women with liberal arts degrees who find it possible to take regular employment after their children are grown is being conducted by Converse College, Spartanburg, S.C., under a grant from the Ford Foundation. Training will begin with a summer session at the college. During the school year, students will spend part of their time as interns in schools in their neighborhoods. They will complete their training through a second summer session at the college and will be awarded Master of Arts in Teaching degrees.

The Ford Foundation has awarded grants totaling \$2.7 million to eight colleges and universities for new teacher-education programs. Converse is the only school whose program will emphasize the older student-teacher.

Tariffs on foreign typewriters

... are being urged by several American manufacturers. At present there is no U.S. duty on imported typewriters. Smith Corona Marchant Inc. and the Royal McBee Corp. jointly filed an application with the U.S. Tariff Commission asking that it recommend to the President the imposition of a 30 per cent ad valorem duty on imported typewriters, with a minimum of \$10 per unit. The Commission has as yet taken no action on the request.

PEOPLE

• William F. Risinger, principal of the Utica (N.Y.) School of Commerce, received a meritorious service citation from the Veterans Administration in recognition of the school's



WILLIAM F. RISINGER

efforts in keeping disabled veterans from becoming "disillusioned and unproductive members of society" and in "restoring the physically handicapped to useful, productive lives."

• Laura I. Johnston, a business teacher at Hammond (Ind.) High School for twenty-three years, died recently. She was responsible for the organization of a clerical practice course at the school and was an early advocate of the rotation plan for machines courses.

• Vernon N. Swenson has been appointed chief of distributive education in Wisconsin. He was formerly supervisor of general adult education and a distributive education co-ordinator at Sheboygan.

• Fred S. Cook has been appointed an associate professor in charge of business education at Wayne State University, Detroit, Mich. For the past five years he has been responsible for business education at Stanford University, which is now discontinuing its programs in the

4 WORDS

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FRED S. COOK

field. Wayne plans to expand its business education offerings to include a six year program as well as the doctoral program.

Dr. Cook is former president of the California BEA and is active in other professional organizations.

• Violet T. Lewis, founder and president of Lewis Business College, Detroit, Mich., received an honorary degree of Doctor of Humanities from Wilberforce University, Xenia, Ohio.

GROUPS

• The Bay Section of the California Business Education Association has elected the following officers for 1960-61: Russell Sicklebower, San Francisco State College, president; Alvin Beckett, San Jose State College, vice-president; Gerald Maxwell, San Jose State College, treasurer; and Margaret Binggeli, Novato High School, secretary.

• The Connecticut Business Educators Association will hold its fifty-sixth annual convention at the University of Connecticut, Storrs, on May 14.

• New officers of the South Carolina Business Education Association are: Elizabeth B. Scruggs, Kingstree High School, president; Virginia Atkinson, Parker High School, Greenville, vice-president; and Sunnie M. Hudson, University of South Carolina, Columbia, secretary-treasurer.

• The Michigan Business Education Association elected the following officers at its recent convention: A. C. Hermann, Jackson Business University, president; Pauline Dunsmore, Muskegon Senior High School, first vice-president and program chairman; Dale Keyser, Midland High School, second vice-president; and Floyd

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BUSINESS EDUCATION WORLD

Feusse, Arthur Hill High School, Saginaw, treasurer.

SCHOOLS

• The University of Arizona, with the co-operation of IBM, has developed a program to convince Arizona high school students of the importance of mathematics in daily life and to show them how study of the subject can be important to their future careers. The program features a van-mounted electronic computer that is touring the state's high schools to show students how such machines work.

• The fourteen Pennsylvania state teachers colleges have changed their names, dropping the word "teachers" and adding the place name. For example, The State Teachers College at Bloomsburg is now Bloomsburg State College, and The State Teachers College at Shippensburg is now Shippensburg State College.

GENERAL

• The Committee on Careers in Retailing of the National Retail Merchants Association has been selected for this year. George A. Scott, Walker Scott Co., San Diego, Calif. has been reappointed president.

Educators on the 53-member committee include Charles M. Edwards, Jr. and Karen R. Gillespie, both of New York University; Mrs. Whitney W. Haley, Prince School of Retailing, Boston, Mass.; Albert B. Smith, University of Pittsburgh (Pa.); G. Behrens Ulrich, Drexel Institute of Technology, Philadelphia, Pa.; and John W. Wingate, City College of New York.

• The National Secretaries Association honored Henry Viscardi, Jr., as "International Boss of the Year." He is president of Abilities, Inc., and is well known for his work in the rehabilitation of the physically handicapped. He was nominated by his secretary, Florence Fiedelman, a member of the Long Island Chapter of NSA. The final selection was made by the Association's International Board of Directors.

• Judges for the "Miss Secretary of 1960" contest, sponsored by the National Association and Council of Business Schools, are Lucy Rogers Baggett, editor of *National Business Woman*; Ellen Carey, National Consumer Finance Association; and H. Walton Cloke, president of the American Public Relations Association.



TA 234

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New Business Equipment

Small-Office Computer

Monroe Calculating Machine Co. has developed a general purpose computer priced at about \$25,000. The Monrobot Mark XI is fully transistorized and weighs 300 pounds. The company says it can do the same

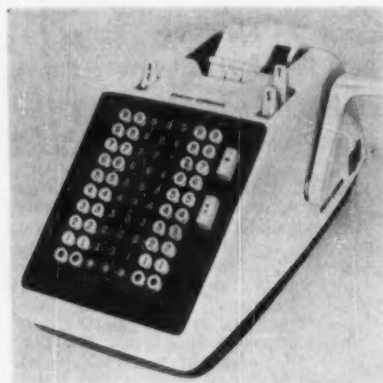


type of work as much higher priced machines. It has a self-checking feature that automatically rejects improper data fed into it. The manufacturer says "This ability makes it possible to train a typist to operate the machine in one day."

For complete information write to the company at Orange, N.J.

Low-Cost Adding Machines

Smith Corona Marchant has introduced a new line of manual 10-key adding machines. Features include a clear symbol printed next to the first



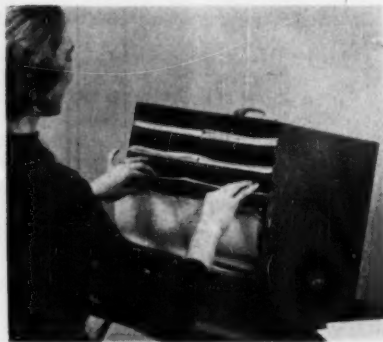
listed figure, subtraction figures print red, final figure and total with only one stroke of the handle, non-add key can be used after handle has started movement, keyboard and column clear keys, repeat key, and plastic casing.

The 67S, direct subtraction with

6-7 capacity, is list priced at \$109.50. Other models include 78S, subtraction with 7-8 capacity and addition only models 56, 67, and 78.

Portable Collator

A new aluminum collator that weighs seven pounds and takes up 1½ square feet of desk space has 12 sections, each capable of holding



up to 300 sheets of 20-pound paper, according to the manufacturer. The collator is completely manual. Center rods can be removed to handle paper wider than 8½ inches.

List price is \$37.50. For further information write to the A. P. Heinz Co., Dept. BEW, 2422 Lunt Ave., Chicago 45, Ill.

Portable PA System

The Mobilpage 600 is a lightweight public address system that operates on six standard flashlight batteries. A four-transistor amplifier and dual speakers are housed in a luggage-type case, 18 by 13 by 5½ inches. The top forms a lectern sup-



port when opened. Total weight of the system is 8½ pounds. List price, including microphone, is \$99.50.

For complete details write to Midwest Audio Corp., 3800 West North Avenue, Chicago 47, Ill.

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New Products at a Glance

- A new carbonless copy paper, called Copy-Magic, is the product of Old Town Corporation, 750 Pacific St., Brooklyn 38, N.Y. The company says up to 10 copies can be obtained with an electric typewriter, six with a ball point pen. The image produced is black.

- A pencil sharpener mounting attachment and bonding agent called Any-Mount allow sharpeners to be fastened to metal, tile, and other surfaces. Designed to fit the Dixon Enduro No. 20 sharpener, several mounts can be used with one machine since the sharpener clamps on. Maker is the Joseph Dixon Crucible Co., Jersey City, N.J.

- A recording tape designed especially for repeated classroom use has been announced by the Minnesota Mining and Manufacturing Co. Scotch brand No. 311 tape features a new backing material called Tenzar. For a folder giving complete information write to the 3M Company, Dept. EO-41, 900 Bush Ave., St. Paul 6, Minn.



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